DOCUMENT RESUME

ED 066 574 VT 016 361

AUTHOR	Cohen, Alan K., Comp.
TITLE	Handbook for the Distributive Education Teacher-Coordinator.
INSTITUTION	Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.
PUB DATE	69
NOTE	101p.
AVAILABLE FROM	Blanche M. Curran, Department of Education, Box 911, Harrisburg, Pa. 17126 (Complimentary)
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Adult Education; Community Resources; *Distributive Education; Instructional Aids; *Instructor Coordinators; Legislation; Manuals; Occupational Guidance; Post Secondary Education; *Program Administration; Program Coordination; Program Evaluation; *Program Guides; Program Planning; Resource Guides; Teacher Certification; Teaching Methods; Youth Clubs
IDENTIFIERS	DECA; Distributive Education Clubs of America

ABSTRACT

Prepared by state department personnel with the help of an advisory committee and a team of teacher-coordinators, this program guide should be of practical value in developing distributive education programs at secondary, post-secondary, and adult levels. Aimed specifically at administrators and teacher-coordinators, the guide includes sections on: (1) Principles and Philosophy of Distributive Education, (2) Organization and Administration, (3) Coordination, (4) Qualities of a Coordinator, (5) Methods, Techniques and Instructional Aids for Teaching Distributive Education, (6) Distributive Education Classroom-Sales Laboratory, (7) Distributive Education Clubs of America (DECA), (8) Guidance Responsibilities of Coordinator, (9) Post-Secondary Opportunities in Distributive Education, (10) Adult Programs, (11) Self-Evaluation, (12) Public Relations in Distributive Education, and (13) Laws Pertaining to Distributive Education. Also included are a bibliography and various sample forms for use by program coordinators. (JS)

ED 066574

HANDBOOK

Distributive Education Teacher-Coordinators

VT 016361

Pennsylvania Department of Education 1970

ED 066574

HANDBOOK

for the
Distributive Education
Teacher-Coordinator

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

Compiled by
Alan K. Cohen, State Supervisor
Distributive Education
Bureau of Vocational, Technical and Continuing Education
Pennsylvania Department of Education
1970

First Printing 1969

Commonwealth of Pennsylvania
Raymond P. Shafer, Governor

Department of Education
David H. Kurtzman, Secretary

Office of Basic Education
B. Anton Hess, Commissioner

Assistant Commissioner for Programs and Services
Donald M. Carroll Jr.

Bureau of Vocational, Technical and Continuing Education
John W. Struck, Director

Pennsylvania Department of Education
Box 911
Harrisburg, Pa. 17126

FOREWORD

School administrators and teacher-coordinators have many varied responsibilities in developing and sustaining quality distributive education programs. The need to define clearly these responsibilities is the purpose of this handbook. It represents a tremendous amount of time and energy on the part of many persons interested in the betterment of distributive education.

The different phases of the total distributive education program are discussed in detail. Therefore, this handbook should serve as a tool for practical and philosophical educational development of a sound program. Flexibility has been a keynote in this book's development, because of the many different and varied programs found within the Commonwealth.

For the new or prospective distributive education teacher-coordinators, we hope this handbook will enable you to visualize problems which may arise and be guided by the information contained in this publication.

ALAN K. COHEN, State Supervisor
Distributive Education
Handbook Editorial Supervisor
Department of Education

ACKNOWLEDGMENTS

As a result of several meetings between David Closky, former Acting State Supervisor of Distributive Education, and Dr. Marvin Hirshfeld, Chairman, Distributive Education Department, Temple University, the urgent need for a practical handbook to be used by distributive education teacher-coordinators in the Commonwealth of Pennsylvania was discussed. Through this close cooperation, an advisory committee and a team of teacher-coordinators acting as consultants were selected to develop this handbook. This selection was based upon demonstrated leadership ability. These consultant authors must be given special commendation for their untiring efforts and devotion. The authors are: Mrs. Argentine Craig, Miss Blanche Curran, H. William Fisk, Jr., Jay Kafin, Robert Lomax and Philip Robinson. Alan Cohen, State Supervisor, is given special commendation for editorial supervision.

In an effort of this nature many dedicated individuals are frequently called upon to lend their talents. Therefore, I would like to thank many co-workers for their professional commentary. Appreciation is also extended to the Handbook Advisory committee.

RALPH BREGMAN, *Consultant*
Handbook Project Chairman

PREFACE

Since the Vocational Act of 1963 and the subsequent Amendments of 1968, there have been and will continue to be great expansions and innovative changes in Vocational Education. Distributive Education has been an integral part of this movement. As a result, many teacher-coordinators have entered this field. Therefore, program guidelines had to be established to provide unity of direction and purpose. This handbook should help satisfy this need since it contains specific information which the teacher-coordinator can use. Current federal and state child labor and minimum wage laws have been explained in detail. Program elements at the secondary, post-secondary and adult levels have been described. This is a working handbook for all those interested in distributive education.

It is my sincere hope that all teacher-coordinators and supervisors throughout the Commonwealth will use this handbook to help them organize, operate, improve, and expand distributive education programs at all levels. I would urge those who use this material to contact me concerning any changes that might be brought about through their personal experiences.

MARVIN HIRSHFELD
Chairman
Distributive Education
Temple University
Handbook Project Director

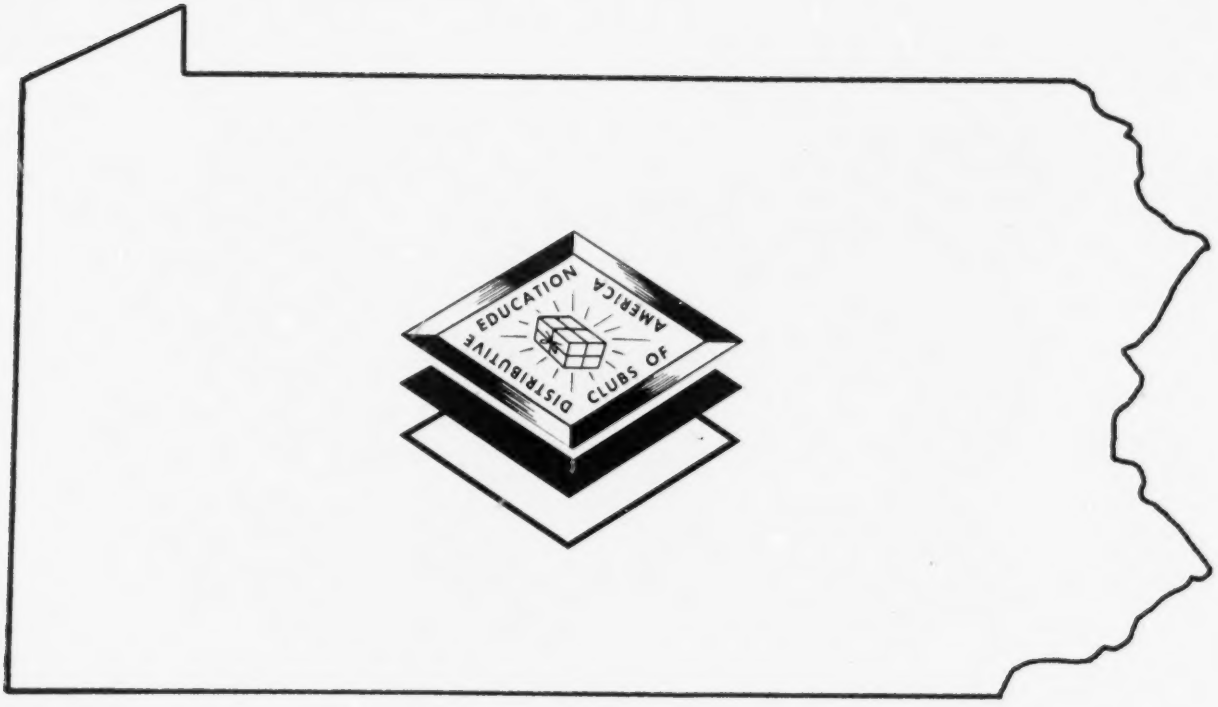

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

TABLE OF CONTENTS

Section I. *Principles and Philosophy of Distributive Education*

Sub-sections
A—Aims and Objectives 1
B—Organizational Patterns 1
C—The Teacher-Coordinator 1
D—Curriculum 1
E—Advisory Committee 1
F—DECA 2

Section II. *Organization and Administration*

Sub-sections
A—The Cooperative Program 3
B—The Project Method 3
C—Occupational Mix 3
D—Community Survey to Determine Need for Program or Expansion of Existing Program 4
E—Advisory Committee 4
F—Pre-enrollment Considerations 4
G—Informing the Student Body 5
H—Identifying Prospective Students 5
I—Selection for Enrollment in the Distributive Education Program 5
J—Informing Parents about Distributive Education 6
K—Steps in Enrolling Students 6

Section III. *Coordination*

Sub-sections
A—Definitions of Supervisor, Coordinator, and Coordination 7
B—Placement of Students 8
C—Coordination Between School and Business Community 8
D—Criteria for Selection of Training Stations 9
E—Sponsor's Responsibilities 10
F—Justification for Hiring Distributive Education Students 10
G—Summary of Functions and Duties of a Distributive Education Coordinator 11

Section IV. *Qualities of a Coordinator*

In-Service Educational Opportunities 14

Section V. *Methods, Techniques and Instructional Aids for Teaching Distributive Education*

Sub-sections
A—Some Methods and Techniques 15
B—Audio-Visual Aids 19

Section VI. *Distributive Education Classroom-Sales Laboratory*

Sub-sections
A—Equipment and Supplies Check List 27
B—Sample Room Layouts 30
C—Exhibits of Basic Units 34

Section VII. *DECA*

Sub-sections
A—Professional Activities 37
B—Financial Activities 37
C—Civic Activities 37
D—Service Activities 38
E—Social Activities 38
F—Contest and Conference Participation 38
G—References 39
H—Advisory Groups to National DECA 39

Section VIII. *Guidance Responsibilities of Coordinator*

Need for Guidance 41

Section IX. *Post-Secondary Opportunities in Distributive Education*

Sub-sections
A—A Random Sample of Some Post-Secondary Colleges 43
B—Examples of Post-Secondary Courses 44

Section X. *Adult Programs*

Sub-sections
A—Promotion and Publicity 45
B—Organization 46

Section XI. *Yearly Calendar of Suggested Activities* 49

Section XII. *Public Relations in Distributive Education*

A—Some Public Relations Techniques 55
B—Conclusion and Evaluation 57
C—Sample News Release 58

Section XIII. *Suggested Forms That Can be Used by the Coordinator* 59

Section XIV. *Distribution and Marketing Job Guide for Federal and State Reports* 73

Section XV. *Self-Evaluation—The Program and the Teacher Coordinator*

Sub-sections
A—The Purpose of Self-Evaluation 75
B—The Need for Outside Opinion and Comparison 75
C—Using PDE Criteria for Evaluation 75

Section XVI. *Implementation of the State Plan for Distributive Education Coordinators*

Sub-sections
A—Current State Plan 83
B—Organizational Chart 86

Section XVII. *Certification for Distributive Education* 87

Section XVIII. *Laws Pertaining to Distributive Education*

Sub-sections
A—Working Hours—Pennsylvania 91
B—Working Hours—Federal 91
C—Wages—Pennsylvania 91
D—Wages—Federal 91
E—Accident Coverage 92
F—Car Liability Insurance 92
G—References 92
H—Other Related Laws 92

Section XIX. *Pennsylvania School Laws on Vocational Education* 95

Section XX. *Some Informational and Community Resources*

Sub-sections
A—State Department of Education 97
B—Teacher-Educator Institutions—State Related 97
C—Labor 97
D—Federal Agencies 97
E—Professional Associations 97
F—Business Associations 98
G—Service Clubs—Local 98
H—Local Business Associations 98
I—School Districts 98
J—Private Firms 98

Section XXI. *Sectional Bibliography* 99

SECTION I

PRINCIPLES AND PHILOSOPHY OF DISTRIBUTIVE EDUCATION

Distributive Education is a vocational program of occupational instruction in the field of *distribution and marketing.* It is designed to prepare individuals to enter, to progress, or to improve competencies in distributive occupations. Emphasis is placed on the development of attitudes, skills, and understandings related to marketing, merchandising, and management. Instruction is offered at the secondary, post-secondary, and adult education levels. Distributive occupations are found in such businesses as retail and wholesale trade, finance, insurance and real estate, services and service trades, manufacturing, transportation and utilities, and communications.

A. Aims and Objectives

The primary goal of the distributive education program is to prepare students who want and can profit from instruction and training for gainful employment and advancement in a distributive occupation.

The programs should stimulate the student's interest in his chosen distributive occupational field by providing an understanding of the opportunities it offers him to be a contributing member of society.

It should also foster an awareness of the civic, social and moral responsibilities of business to society and should encourage and promote the use of ethical standards in business and industry which result in greater efficiency and improvement of techniques in distribution.

The distributive education program should advance the objectives of the total educational program of the school and should strive to develop among employers, employees and consumers a wider appreciation of the value of specifically trained personnel in marketing, management and merchandising.

The mode of instruction recognizes that the student is an individual with unique intellectual, social, emotional and physical capacities and interests. The instructional environment should include the materials and equipment which help develop these capacities and interests.

B. Organizational Patterns

The organizational patterns to accomplish the above aims and objectives are the high school program, the post-high school program and the adult program.

C. The Teacher-Coordinator

The distributive education program in a school is the responsibility of a teacher-coordinator who teaches distributive and related subject matter to students preparing for employment. He coordinates classroom instruction with on-the-job training or with occupationally oriented learning activities of the students.

The primary goal of each distributive education teacher-coordinator's guidance activities should be the growth and adjustment of individual students in relation to their occupational interests in distribution and marketing. In selecting training stations, the teacher-coordinator should make every effort to select those most likely to provide occupational opportunities in keeping with the students' capabilities, interests and goals.

D. Curriculum

The major portion of distributive education curriculum content is based on the functions of marketing, management and merchandising.

In addition, however, a distributive education curriculum should include the following facts:

1. Personal and human relationships are important for occupational adjustments.
2. The student should understand the application to distribution of skills in mathematics and communications.
3. Product and service information and technology is essential.
4. An understanding of basic economic concepts is important for all occupations.

E. Advisory Committee

The teacher-coordinator should work closely with an advisory committee for distributive education which should include persons from management, labor, education and other community agencies. The committee should be encouraged to make recommendations that may be used for the development and improvement of the distributive education program.

CAMPAIGN ACTIVITIES AT NATIONAL LEADERSHIP CONFERENCE

F. DECA

Membership in the national youth organization, the Distributive Education Clubs of America, should be encouraged for all distributive education students. The activities of DECA provide opportunities to further develop competencies normally learned in the classroom and on the job. It also provides opportunities to acquire additional competencies, such as leadership and social skills.

The National Leadership DECA Conference has been approved by the National Association of Secondary School Principals.

SECTION II

ORGANIZATION AND ADMINISTRATION

Distributive Education (distribution and marketing) includes various combinations of subject matter and learning experiences related to the performance of activities that direct the flow of goods and services, including their appropriate utilization, from the producer to the consumer or user. These activities include buying, selling, transportation, storage, marketing research and communications, marketing finance, and risk management.

The high school program is described as preparatory instruction, which means preparatory to full time employment in a distributive occupation. The means of preparatory instruction include cooperative and/or project and/or occupational mix programs. The structure of the organization as administered by the distributive education teacher-coordinator could include post-secondary and adult programs.

A. The Cooperative Program

The term "cooperative" reflects the working relations between the school and the business community to prepare young people for careers in distribution. The classroom represents the center of the instructional program, and the employment status of the students provides the necessary training experience. The job training is an avenue through which each student may apply basic concepts in practical situations. Each student-trainee in this program divides his time between school and practical work experience at a training station.

The content of the program of instruction is derived from the functions of marketing, management and merchandising and a knowledge of products and services in reference to the occupational objectives of the students.

B. The Project Method

The project method of instruction was introduced at the National Clinic for Distributive Education in 1963. It was derived from the premise that there was more than one way to prepare an individual for employment in the area of his distributive occupational choice. It anticipated the Vocational Act of 1963 which removed restrictions limiting enrollment in the distributive education program to employed persons. Project training was offered both as an additional method of teaching (one that would permit distributive education to become available to more students in more schools), and as a representation of another way of maintaining the vocational approach to instruction for distribution.

The project method of instruction is usually limited to the first year, which may be in the tenth or eleventh year, and involves participation activities in individual small group and large group training plans and in a laboratory classroom facility.

Project activities may include such things as school store operation, marketing surveys, career objective research and many other meaningful activities including weekend or holiday employment whenever possible as part of an appropriate project.

SCHOOL STORE OPERATION

C. Occupational Mix

An occupational mix is rapidly developing as part of the distributive education school program. An occupational mix is the combination of occupational competencies that represent two or more vocational services. Due to these interrelationships, the curriculum must provide for instruction in many competencies and not just those in a specific area of concentration. As an example, the service station employee may need competencies in selling, in business

operations and in automobile mechanics. Provisions in vocational education legislation make possible occupational education of this nature. The vocational or technical division within a comprehensive high school could be organized into departments representing the various substantive areas in vocational education. Curriculums could be developed cooperatively by these departments for occupations which require competencies involving two or more of these substantive areas. For example, the service station employee might take courses offered by the trade and industrial department and by the distributive education department. In an occupational mix where there is a distributive function, the distributive education coordinator will teach that part of the program. If the distributive function is a major part of the program then the distributive education teacher will be charged with the responsibility of coordinating the student. This is merely an example indicating how the distributive areas of vocational education might cooperate in an occupational mix in a comprehensive high school. In an area vocational-technical school these inter-disciplines should be available for immediate programming.

D. Community Survey to Determine Need For Program or Expansion of Existing Program

Each school system should determine the needs of the community. Among the factors that must be taken into consideration in determining this need are:

1. The total number of distributive outlets in the community.
2. The total number of people employed in distributive occupations.
3. The willingness of employers to hire part-time people.

An analysis of the business community employment situation is imperative before initiating a cooperative work experience program. The community survey will enable the administration and the coordinator to look at all phases of the present and future programs.

The most reliable method of ascertaining this information is through a personalized survey. Since this is a time consuming project, it is important that the coordinator be employed six months to a year prior to the actual operation of a distributive education program.

E. Advisory Committee

Each local distributive education program shall have an active advisory committee of not less than five members from management, labor, education and other community agencies. The local supervisor, director or coordinator of distributive education may serve as secretary of this committee and be responsible for the organization and operation of it. Examples of other persons who might be asked to serve on this committee are representatives of service clubs, mass media, business associations and the clergy.

The needs and objectives of the distributive education program will vary in every community and will determine the important issues with which the advisory committee will be concerned.

The following list includes general duties and responsibilities of the advisory committee that will enable this group to contribute to the growth and expansion of the distributive education program. The committee should:

1. Suggest subjects and course content. Special emphasis should be given to the high school curriculum by acting first as a steering committee to help set up the program and later to help it operate more efficiently.
2. Help establish the policy of recognizing the trained distributive education student by providing preferential job opportunities.
3. Inform high school students of careers in distribution.
4. Participate in the distributive education program as speakers, demonstrators, or contest judges.
5. Act as a steering committee for the adult programs.
6. Help establish standards for entrance into vocational distributive courses and assist in obtaining higher level jobs for graduates who have successfully completed their training and want to advance.
7. Assist the teacher in relating his instruction to the particular needs of the community.
8. Offer suggestions and advice on selecting training stations, type of training, and aid in the general promotion of the program.
9. Develop and maintain good public relations between the school and community.
10. Recommend rotation of job experiences for the student-trainee.
11. Establish an agreement among employers to maintain a proper wage scale.
12. Help obtain display equipment, materials and literature.
13. Help provide scholarships and/or awards to outstanding distributive education students.

F. Pre-Enrollment Considerations

Students wishing to enroll in distributive education

should have career objectives in the field of distribution and marketing if they are to benefit from the training. To insure that only those students enroll who can benefit from the program, good workable plans for enrollment of students in distributive education courses should be developed.

Preparatory students should be enrolled on the same basis as the cooperative distributive education students, as these students should be preparing for gainful employment in the fields of distribution and marketing. Although the preparatory students may remain in school all day, these students may receive limited work experience during weekends and holiday periods to gain practical insight into business operations. For these two reasons, it is necessary that the same criteria be used for enrollment of the preparatory students as for the cooperative distributive education students.

G. Informing the Student Body

Students will make wiser selections of courses when they are well informed as to the purposes of distributive education. Students with career objectives in distribution and marketing need to know the advantages of enrolling in distributive education. Students should be so informed in the early spring. Some suggested methods are:

1. Assembly programs could show examples of distributive occupations and the advantages they offer.
2. Posters and displays could show the content projects and activities in which the distributive education class is engaged.
3. Films (such as, "Tell It Like It Is", see Section V, Sub-section B, Audio-Visual Aids, beginning on page 19) could be shown.
4. Speakers from local distributive businesses, student panels composed of successful graduates, and other presentations of distributive education could be made available to homerooms and/or other subject areas, for example history classes.
5. Bulletin boards could display projects and parts of manuals developed in distributive education classes.
6. Brochures could be made available to interested students.
7. Distributive education students could encourage qualified friends to enroll.
8. Career Day could be used as an introduction to distributive occupations.

Should a three year program be available, the orientation should be in the ninth grade. For those schools with only a twelfth grade program, orientation must be in the eleventh year.

H. Identifying Prospective Students

In many instances, students have indicated interest in careers in distribution and marketing through their activities. Some students are employed or have been employed part time in distributive occupations. The teacher-coordinator can secure a list of these students by various means; for example, he could:

1. Conduct a survey in the school of those students who are working.
2. Conduct a survey of local distributive businesses to determine names of high school students employed part time.
3. Compile a list of part-time work permits issued to high school students.
4. Plan a conference with the guidance counselor to determine which students are or have been employed part time in a distributive business or have indicated distribution and marketing as a career objective.
5. Plan a conference with other school personnel to determine which students could profit from distributive education.

I. Selection for Enrollment in the Distributive Education Program

Each student must meet certain initial qualifications if career objectives are to be met and if he is to be effectively prepared for profitable employment. Listed below are some qualifications which both cooperative and preparatory students should meet. They should:

1. Have a career objective in some field of distribution.
2. Have both satisfactory school grades and test results.
3. Have a good citizenship record.
4. Have a good attendance and punctuality record.
5. Be interested in working with people.
6. Be employable. (health)

If the coordinator wishes to use standardized testing instruments, the following two types can be considered:

General Aptitude Test Battery (GATB) which is administered, interpreted and controlled by the Pennsylvania State Employment Service for twelfth grade students.

Interest inventory tests are also available. Regardless of the ease of administration including time and scoring, or the type of interest inventory employed, they are not a "cure-all" for selection.

Many of the tests are written on an academic level; choices do not meet individual needs and scores merely show interests which may not necessarily coincide with the student's ability.

All of these factors are important and should be considered, but in the final analysis the judgment of the teacher-coordinator should be the determining factor. Many times a student with a poor attendance record or low scholastic standing has been helped by the distributive education program. If a student is interested in the course, his attendance and scholastic standing will generally improve.

J. Informing Parents about Distributive Education

Some suggested methods of informing parents are:

1. Home visitations
2. A PTA Program Meeting
3. Invitation to group meeting of parents
4. Letters to parents or guardians

K. Steps in Enrolling Students

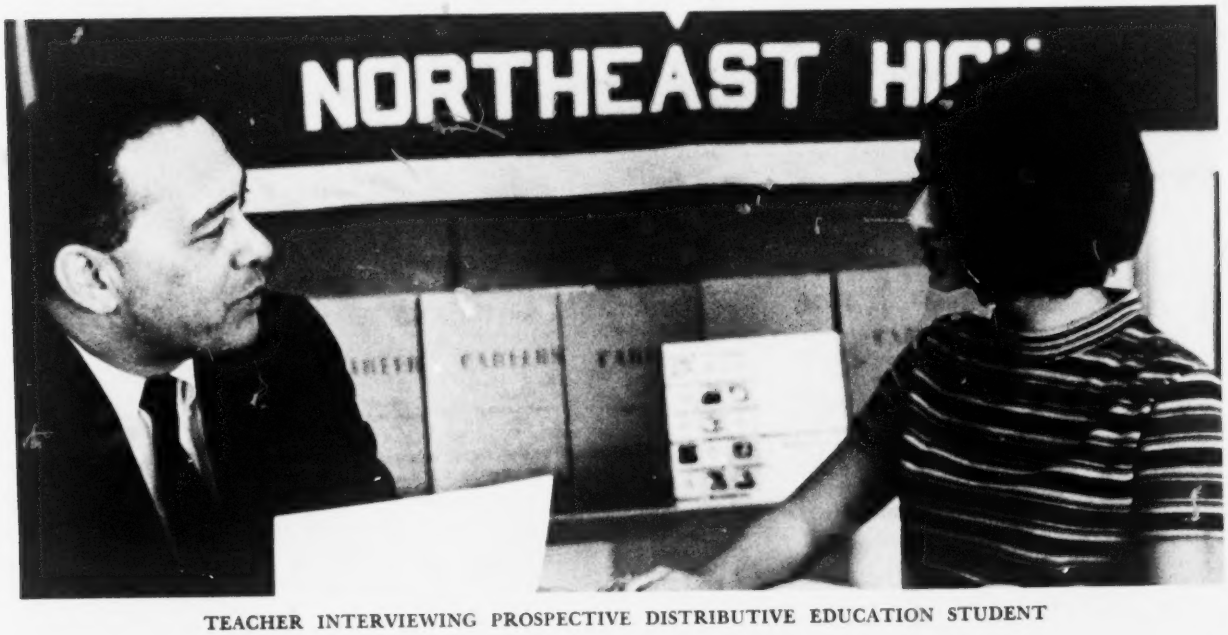
Proper enrollment necessarily follows certain logical steps after the student body and parents have been informed about distributive education.

The following steps should be completed in the Spring:

1. Have all interested students complete and return to the teacher-coordinator the "Application for Distributive Education" form.

(See section on Forms beginning on page 60)

2. Review the information from the cumulative record—note reading level and math proficiency.
3. Make arrangements for personal interviews.
   a. Schedule interviews during homeroom periods, study halls, activity periods or after school.
   b. Make sure that physical arrangements include a quiet, private location with a table and chairs for interviewing.
   c. Prepare specific interview questions based on the "application form" and the cumulative record. This information should remain as part of the student's permanent interview record.
4. Conduct the interview.
   a. Explain the program fully and encourage the student to ask questions.
   b. Decide which students may not be able to profit from the training and make a referral to the guidance department. When this is necessary, it must be done tactfully to maintain good will toward the teacher-coordinator and the program.
5. Complete the remainder of the interview record after each interview.
6. Review the academic preparation of preparatory students who intend to go to college.
7. Check the student's record with the guidance department to assure the student has the required credits.
8. Make a list of acceptable students and submit to rostering chairman for scheduling.
9. Notify accepted students that they may enroll in distributive education.
10. Inform parents of their child's acceptance into the program.



TEACHER INTERVIEWING PROSPECTIVE DISTRIBUTIVE EDUCATION STUDENT

SECTION III

COORDINATION

Coordination consists of those activities which bring job training and school training together in harmonious relationship for the welfare and progress of the learner and to the satisfaction of employer. The purpose of coordination is to maintain sound workable relationships among students, faculty, administration, businessmen and the general public. Effective coordination depends upon many factors: selection of students, placement of students, coordination between school and business community, an informed public and current professional knowledge.

COORDINATOR'S VISIT TO TRAINING SPONSOR

A. Definitions of Supervisor, Coordinator, and Coordination

1. The Distributive Education Supervisor oversees activities of coordinator, employer and student.

2. The coordinator or coordinators are in direct charge of a cooperative work experience program. They plan, organize, administer, teach, regulate and coordinate the distributive education coopera-

tive program.

3. Coordination refers to the duties and functions of the coordinator. (see chart; sub-section g, page 11)

B. Placement of Students

The placement of students is a coordination activity involving the student, and the business man who will be sharing in the program by offering the opportunity to the student to secure his work experience.

The position secured must meet the State and Federal Wage and Hour and Child Labor Law requirements for distributive occupations and any local requirements that might be established by the local school board or advisory committee. Care must be exercised to see that the student's work experience will be such that "learning without exploitation" will result. The job should be fitted to the student. This is one way of avoiding exploitation (hiring for services rather than education).

Education and training values must be of paramount consideration in the placement of students. All employers should clearly understand the educational program and the advantages from their cooperation.

The coordinator should inform the students of their responsibility for obtaining the legal working papers, social security registration and parental permission forms.

The coordinator is responsible for maintaining the financial summary record of each cooperative student for state reports and tax purposes. The student will keep a cumulative record of his income which will be reviewed weekly by the coordinator. (See section on Forms beginning on page 60)

C. Coordination Between School and Business Community

Local teacher-coordinators of distributive education shall perform coordination activities which include regular consultations and interviews with students, employers and advisory committee. A minimum of three class periods per day should be made available for coordination and out-of-school activities. These three periods are usually most effective when scheduled during the last three periods of the day. This is the time when most students will be engaged in the cooperative phase of their training. Coordination time will vary in relation to the size of the community, distance to the training stations and the number of students placed in cooperative training stations. Each training station should be visited at least once every ten days. Additional coordination time is therefore provided when local coordinators are actively engaged in organizing, promoting, and/or teaching in the adult distributive education program.

The teacher who supervises the work of employed students serves in a dual capacity. In addition to his responsibilities for the instruction and guidance of students, he performs an extremely important public relations function. When he calls upon businessmen in the community, he will always be received as a representative of the school. His duties place him in a strategic position to create a favorable opinion of the school system. He can be exposed to situations which may create ill will and criticism if they are not handled with tact and good judgment. The coordinator must be systematic and professional at all times. To maintain these goals, he should:

1. Plan the interview in advance.
2. Make visits at a time convenient for the employer.
3. Make clear to the employer the purpose of the visits.
4. Evaluate the establishment as well as the student.
5. Keep the interview on a businesslike, professional basis.
6. Make a record of the interview.
7. Record employer's comments on student's performance.
8. Make the frequency of visits determined by the needs of each student and the training sponsor.
9. Avoid interfering with the student's performance of his duties.
10. Remember that much of the information he gathers is confidential.
11. Avoid incurring any personal obligations to employers.
12. Avoid becoming involved in controversial issues with an employer.
13. Be alert to possibilities for good publicity.
14. Be loyal to the teaching profession.
15. Anticipate, if possible, any problems.
16. Remember that the coordinator does not need to confer with the supervisor on each visit.
17. Visit businesses where trainees are not employed, for promotional purposes.
18. Avoid overburdening of merchants with student-employee records.
19. Use self-addressed cards or envelopes in correspondence.

The coordinator is responsible for securing and maintaining the fullest measure of cooperation between the school and the merchants. This can be accomplished, as previously noted, by various methods,

limited only by the coordinator's capabilities. Some other methods that have proved successful are: touring stores, inviting businessmen to talk to school classes, making school vocational facilities available to merchants for adult education and, last but not least, having luncheon and dinner meetings for businessmen and school personnel to create a common meeting ground.

D. Criteria for Selection of Training Stations

The following criteria shall be used in the preliminary selection of training stations:

1. Does the prospective training station satisfy all Federal, State and local laws regarding the employment of youth?
2. Will the station be willing to cooperate with the school in a cooperative program of school and on-the-job training?
3. Can the station employ school students on a part-time basis for an average weekly minimum of 15 hours?
4. Will the station be willing to keep the students during the entire school year?
5. Does the business establishment provide prospective full-time employment for students after graduation?
6. Does the business have equipment and working conditions that will provide a good all around training program and on-the-job work experiences for student trainees?
7. Are undesirable working conditions present that will be detrimental to the student's physical, mental or moral well being?
8. Is a training sponsor or supervisor present who can be assigned the job of helping the part-time worker?
9. Will the student trainee receive the same wages as other part-time employees?
10. Is the location of the business establishment satisfactory to the student and for coordination activities?
11. Will the employer really be interested in helping and training his student trainee to become an efficient worker in our economy?
12. Will the training be compatible to the student's career objective?
13. Will the employer provide job rotation?
14. Can an understanding be developed among the professional employer, the student and the teacher-coordinator, to include those items expected of each of the three participants?
15. Will the employer accept and help to develop a step-by-step training plan?

COORDINATOR INTRODUCING DISTRIBUTIVE EDUCATION TO STORE MANAGER

E. Sponsor's Responsibilities

The training sponsor is the individual to whom the distributive education student looks for instruction and training on the job. He may be the owner or manager, or he may be a responsible individual appointed by management. Any student may have one or more training sponsors during the course of his enrollment in the program, depending upon the nature of progressive experiences provided and the size of the distributive enterprise in which the student is employed.

The training sponsor must understand the distributive education program. He should know the career objective currently held by the student under his supervision and appreciate the significance of satisfactory job performance by the student and also his unique assignment to share in the education of youth.

The purposes of on-the-job training are to apply basic knowledge in a job situation, to receive instruction and to gain experience in a distributive occupation. The student thereby experiences the realities of business activity paralleling the classroom instruction. In this sense, the employing agency becomes, for the student, a laboratory situation. Job performance should be treated as the necessary step in a series of experiences which contribute to the career objective held by the student.

The importance of the job, however, must not be minimized for it is from the environment of the training station that the student will emerge as an experienced worker. The influences of this environment will dictate to a great extent the manner in which he will think and perform as he approaches full-time employment.

Because the present job is of vital importance to the student's total career, certain measures must be taken to insure that experience on the job will be educationally sound. Above all, the student must be placed, as far as it is possible, in a training situation in keeping with his career objective. One method used to assure that instruction will take place on the job is to incorporate a training plan as one of the operating procedures of the cooperative program.

Such an agreement may be prepared jointly by the employer and the teacher-coordinator. A definite plan of progressive experiences and learning activities, usually referred to as a schedule of experiences, is made for the student. This plan should detail the rotation of work assignments so that the student receives training in several aspects of the business.

F. Justification for Hiring Distributive Education Students

1. The student has an interest in the field of endeavor.
2. The student receives special school instruction in a classroom laboratory related to his daily work.
3. The student, trained in the ways of the sponsor, will be available for full time employment upon graduation.
4. During the training period the student may work until 10 P.M. or may be available at periods during the day due to the "early release system". Students may also work weekends and holidays.
5. The sponsor may become known in the community as one who is interested in the development and training of youth and may receive newspaper and other publicity.
6. Student on-the-job deficiencies can be corrected in the classroom. The coordinator needs this student placement in order to provide:
   a. Individual instruction to the student in specific job areas related to the sponsor's work.
   b. A means of evaluating the course and the student's performance in order to determine additional instructional needs.

An area vocational-technical school is in a position to offer an employer a student who has had learning experiences in related areas. This is accomplished through the "occupational mix" or cross-over method of instruction. A form of team teaching such as this recognizes that many occupations cut across many vocational fields and, as such, these competencies are developed through this type of instruction.

G. SUMMARY OF FUNCTIONS AND DUTIES OF A DISTRIBUTIVE EDUCATION COORDINATOR

Coordinator

Continues professional development

Enrolls in in-service courses
Attends professional meetings
Attends district, regional and state conferences and workshops

Attends local DECA meetings
Continues to up-grade and up-date background by working in distributive occupations during summer months and holidays

Operation	Public Relations	Training	Personnel Management (Coordination)	Records and Reports (Control)
Makes community surveys	Joins and works with civic, business and school groups	Develops a realistic curriculum and training plan	Selects students for training	Orders supplies and equipment
Conforms with State and Federal Laws—facilities, Child Labor Law, etc.	Works with guidance counselors	Prepares and revises course material	Placement of students	Takes care of clerical details
Sets up classes including post high and adult education	Confers with business leaders	Teaches high school students	Coordinates classroom activities with work experience and career objectives	Organizes and maintains current student and source files
Arranges work schedules	Plans and prepares publicity	Teaches adult classes	Counsels students	Prepares necessary school reports
Maintains the school store, secures instructors and speakers	Gives presentations	Selects training stations, instructs and works with store sponsors	Acts as training consultant in stores	Prepares initial and annual State reports and forms a. Reimbursement b. Employer-Employee agreements c. Parental approval d. Wage and hour record for co-op students e. Training station evaluation
Provides and maintains training facilities	Arranges for and directs special events	Secures and trains adult instructors	Follows up on student progress and job rotation	
Registers class members	Organizes and sponsors DECA Club	Conducts research, evaluation and promotes program	Makes home and store visits	
Sets up an Advisory Committee	Takes part in school and extra-curricular activities			Conducts graduate survey

SECTION IV

QUALITIES OF A COORDINATOR

The teacher-coordinator occupies a prominent position in the distributive education program since he is responsible for the instruction that the students receive and for the operating procedures of the program.

If a teacher is defined as one from whom we learn, then to teach effectively the discipline of distribution, the present-day teacher-coordinator must possess a high degree of professional and technical preparation. A teacher-coordinator learns about his specialized field from the technical teacher-education courses in distribution and marketing (pre-service and in-service) and from actual experience in a distributive occupation. Professional courses in distributive education prepare the teacher-coordinator to promote, organize and conduct the program according to successful patterns.

The teacher-coordinator recognizes that the occupational experience that students receive is an essential part of classroom instruction, but that such employment does not take the place of the instruction he provides.

DISCUSSING PRINCIPLES OF DISPLAY

The teacher-coordinator must have occupational and educational competencies in the field of marketing and distribution. He should continue to learn more about these disciplines in order to stay current on trends in marketing and distribution.

The coordinator should be a qualified, experienced person employed by the school to coordinate and direct the distributive education program. It should be his responsibility to work cooperatively with various in-school, business and community agencies having an interest in, and relationship to, the distributive education program.

The coordinator should be interested in young people, be able to understand them and be willing to counsel them. He must exemplify that which he expects of his students in his personal appearance and attitude. He should be convinced that merchandising and marketing is a desirable vocation.

From these observations, it can readily be recognized that the job of the teacher-coordinator is of great consequence. Usually the measure of the success or failure of a program depends upon him.

A. In-Service Educational Opportunities

The University of Pittsburgh and Temple University conduct in-service courses and workshops usually during the month of December. Each coordinator is urged to attend in order to learn new trends in distributive education and to exchange ideas with his colleagues.

Some courses for additional up-grading that should be considered are:

1. Group Dynamics
2. Program Instruction
3. Project Method
4. Counseling and Guidance
5. Public Relations
6. Supervised Work Experience

A summer workshop is held yearly for all Pennsylvania coordinators, supervisors, and teacher-trainers of distributive education. All distributive education personnel are urged to attend and to participate actively in this workshop which is planned to up-date, inform and up-grade professional competencies in line with new program directions.

Other agencies and institutions frequently offer related courses which will be helpful, such as: Small Business Administration Seminars, Foreign Trade Institutes, etc.

SECTION V

METHODS, TECHNIQUES, AND INSTRUCTIONAL AIDS FOR TEACHING DISTRIBUTIVE EDUCATION

A method is an instructional activity selected by a teacher to stimulate and guide his students toward effective learning. The use of the right method will help the student learn easier and will vitalize the coordinator's instruction. It is the coordinator's responsibility not only to use the traditional methods, but to constantly seek and experiment with new ways to teach. The subject demands up-to-date methods and vanguard thinking.

After the instructional objective has been determined and the appropriate method selected, instructional aids may be used to "round out" the lesson. Instructional aids are sound and sight devices such as films, filmstrips, television, slides, illustrations, cartoons, chalkboard, bulletin boards, tapes, recordings and flip charts. These also aid in the learning process. Hence, a variety of teaching methods and current instructional aids are the coordinator's tools in the teaching of distributive education—truly a "learning by doing" program.

A. Some Methods and Techniques

For each method listed, a suggested topic from the proposed course of study is included. Some effective methods described are: Brainstorming, Business Games, Buzz Sessions, Case Study, Committee, Conference, Contest, Cooperative Instruction, Debate, Demonstration, Dialogue, Discussion, Dramatization, Drill, Fashion Show, Field Trip, Lecture, Panel, Problem-Solving, Project Instruction, Programmed Instruction, Question-Answer, Reading, Reports, Resource Speaker, Role-playing, Sales Laboratory, Skit, Self-Analysis and Evalution, Team Teaching and Writing (creative).

BRAINSTORMING . . . A spontaneous contribution of ideas by students, operating under the principle that no idea is rejected because it may be instrumental in the creation of something useful.
Topic: "Effective Headlines for an Advertisement"

BUSINESS GAMES . . . . The application of business principles taught.
Reference: *Dynamic Management Decision Games* by J. Greene and Roger Session, Wiley and Son Publishers, N. Y., N. Y.
Topic: "The Merchandising Process—Buying and Pricing"

BUZZ SESSION . . . . The class is divided into four or five discussion groups to consider a problem. After each group selects a discussion leader and a reporter, the teacher places a time limit on the discussion and tells the class that each committee must give an oral solution to the problem, stressing the principles involved. The teacher calls on the reporter of a group for his summary. Any member of the committee may add to the reporter's statements. Each group reports. The final step is the discussion by the teacher. He emphasizes any principles overlooked by the groups.
Topic: "The American Private Enterprise System"

CASE STUDY . . . . A problem is given involving certain principles such as loyalty, honesty, punctuality or ethics. There is no one answer to the problem; however, solutions should be based on principles which can be identified. Students may read the case, listen to a tape or a recording, or watch a film. This step is usually followed by questions designed to direct the discussion toward an acceptable solution.
Topic "Personal Development—Attendance and Punctuality on the Job"

COMMITTEE . . . . A group procedure used to develop small functioning units. Students discuss a given problem or work on an assigned project and the teacher circulates among

the groups. A summary of decisions reached or project achievements is presented at end of meeting.

Topic: "Career Opportunities in the Field of Distribution"

CONFERENCE ..... A major medium of communication used to solve problems through participation, to pass on information, to train, to give instruction, to find facts, to counsel and advise. Steps used in conference planning are:

1. Determine the purpose of the meeting.
2. Consider the participants.
3. Analyze the role of other group members.
4. Prepare an agenda.
5. Send notice to all who will attend.
6. Arrange facilities.
7. Assemble necessary materials.
8. Prepare outline for leading discussion.
9. Make a report of the results.
10. Initiate action.

Topics: "How Can We Improve and Increase Our Sales Volume?" (Fund-raising project for DECA) "What Ar Distributive Education Student's Duties and Responsibilities on the Job, in the School, and in the Community?"

CONTEST ..... A method used to encourage a competitive spirit among class members in order to accomplish an immediate goal. Class may be divided into teams by sex or by interest.

Topic: "Fund-raising Project for DECA"

COOPERATIVE ..... A method of instruction usually used in the senior year that involves the business community which provides the distributive education student with on-the-job training in the field of his career objective. Students are employed on a part-time basis in a distributive business. The classroom serves as the center of the instructional program and the employment of students provides the necessary training experience.

Topic: "Training Station/Career Objective"

DEBATE ..... Two groups of students defend a position based on researched facts and an understanding of issues. Students may submit an outline of their main points to the teacher before the debate begins.

Topic: "The 32-Hour Work Week"

DEMONSTRATION ..... An effective method in teaching skills in which the teacher or a student *shows* the class how an operation is performed. Evaluation and discussion should follow. Main points should be noted and stressed.

Topics: "How to Sell a ..... "
"How to Operate a Cash Register"
"How to Construct a Window Display"
"How to Wrap a Package"

DIALOGUE ..... A method used to provide a challenge to the above-average student. The teacher assigns a special project to two students. One acts as the questioner, the other is called upon to develop answers. The atmosphere is conversational. The teacher monitors and guides the conversation.

Topic: "The Labor Laws"

DISCUSSION ..... Characterized by a high degree of group interaction, student participation, interest and use of students' experience. It may be "Socratic" (leader-centered) or group-centered.

Topic: "What Are Some Leadership Traits Needed for Success in the Field of Distribution?"

DRAMATIZATION ..... A technique used for arousing student interest in a possibly dull subject. Appoint a student leader to monitor it and cast roles. All participate in writing the drama,

then students memorize lines and present the drama to class.
Topic: "Types of Business Ownership"

DRILLS ..... An individual drill is important for development of any basic skill—arithmetic, spelling, vocabulary, handwriting, speech—and in the teaching of facts. Teacher may assign 5-10 minute drill-work at beginning of class period as "Self-Reliance" which was part of a previous lesson.
Topics: "Fractions and Percentages"
"Business Vocabulary and Terminology"

FASHION SHOW ..... A performance organized and arranged by students to show garments made of textiles that were studied. Volunteers are needed for commentator, models, stage crew, music director, photographer, program printers, etc.
Topic: "Merchandise Information—Natural and Synthetic Fibers"

FIELD TRIP ..... A trip that is useful in providing first-hand experiences and information not available otherwise. Coordinator contacts community resources, briefs students, and evaluates the learning outcomes.
Topics: "Mail-Order Business"
"Careers in Communications"
"Shopping Centers"

LECTURE ..... A talk that is useful in presenting many facts in a relatively short time, to introduce students to a new subject, or to show relationships between theory and practice. Teacher develops topic from an outline prepared carefully in advance. This could be used in combination with other methods so that students can actively participate.
Topic: "Establishing a Business"

PANEL ..... A selection of a small group of well-informed pupils to discuss a topic. The rest of the class learns by listening, thinking, taking notes and asking questions.
Topic: "The Negro Market, an Example of Market Segmentation"

PROBLEM-SOLVING ..... An organized, systematic process of thinking through and working out a problem. Steps used in this method are:

1. Determine or identify the problem
2. Set limits to it
3. Assemble facts and skills
4. Acquire new facts and skills needed
5. Determine all possible solutions
6. Select the best solution
7. Evaluation Topic: "Buying the Right Merchandise for the Right People"

PROJECT ..... A method of instruction involving participation activities in individual training plans and a laboratory classroom facility. The school store and DECA activities are two examples of using this method.
Topics: "Manuals"
"Marketing Surveys"
"Displays"
"Creative Marketing Projects"

PROGRAMMED INSTRUCTION ..... A teaching machine or teaching booklets programmed to drill students in basic skills and review work presented. This method provides for individual differences.
Topics: "Making Suggestions to Increase Sales"
"Mark-up Mathematics"
"Terms of Sale"

QUESTION-ANSWER ..... A question that stimulates and accelerates the learning process should be used.
Example: Ask a question that—

1. Makes comparison or contrasts:
"What is the difference between marketing and merchandising?"

2. Makes decisions:
   "Is it fair to give social security to the wealthy?"
3. Classifies:
   "How are wholesalers, jobbers and brokers alike?"
4. Helps to understand relationships:
   "What are the effects of careless handling of sales supporting activities?"
5. Helps in critical analysis:
   "Why do many small businesses fail?"
6. Encourage discussion:
   "What would happen in Pennsylvania if there were no telephones?"
7. Draws conclusions:
   "What would happen if a business continuously operated at a loss?"
8. Requires a definition:
   "What is palatalization?"
9. Makes a student remember:
   "Who invented the loom?"
10. Recalls observation:
    "What were the brokers doing on the floor of the stock exchange?"

READING ..... An oral and/or silent reading lesson used to focus the attention of entire class on a selected portion of information that is of mutual interest. Information from trade magazines (STORES), or trade newspapers (WOMEN'S WEAR DAILY), or reference booklets that cannot be circulated.
Topic: "Business News"

REPORT ..... An oral or written report given by students to class. It may be used to introduce, develop, or summarize a lesson.

RESOURCE SPEAKER ..... The teacher or student contacts members of the school faculty or business community who are experts in a particular area. He prepares students for the speaker and encourages them to ask questions.
Examples of speakers and topics are:

Cash Register Co.	"Cash Register System"
Telephone Co.	"Telephone Techniques"
Realtor	"Real Estate Careers"
Buyer, Dept. Store	"At the Market"
Librarian	"Using the Library"
Teacher	"Art Harmony"
Tax Consultant	"Income Tax"
Cosmetologist	"Good Grooming"
Better Business Bureau	"What B.B.B. Does"
D. E. Graduate	"What D. E. Did for Me"
Service Clubs	"Role in Community"
Sales Marketing Executive	"Sales Techniques"

An excellent source of information on where to get a speaker is the most recent edition of the "Speakers Bureau Directory", compiled by the Public Information and Education Committee of the Federal Executive Board.
Central address:

Chairman
Federal Executive Board
Housing & Urban Development
Widener Building
Philadelphia, Pa. 19107

ROLE-PLAYING ..... The students take on the roles of people in a problem situation. Lines are ad-libbed. Useful in attitude development.
Topic: "Business Ethics in Retailing"

SALES LABORATORY ..... A "learning by doing" method that is useful in stimulating the climate for the study of selling, display, merchandising and sales promotion.
Topic: "Create a Toy Display"

SKIT ..... A short presentation in which students act out parts memorized and performed in front of the class. Opportunity is given for students to read, write, memorize, act, hear, see, learn and evaluate.
Topic: "The Job Interview"

SELF-ANALYSIS & EVALUATION ..... "Know thyself" is the object of this method. The student critically analyzes his/her weak and strong points. It may be the form of a personal inventory chart, a diagnostic test, a checklist of attitudes or an evaluation of performance.
Topic: "Personal Development'

TEAM-TEACHING ..... A form of joint teaching which utilizes the best of the various resources in the teaching staff. One teacher may present the subject to the entire group by using the lecture method, while another teacher conducts the discussion, assigns projects or drills, handles audio-visual and instructional aids.
Any topic where the combination of instructional talent will enhance the learning.

WRITING (creative) ..... A method that gives students the opportunity to express themselves through a written assigned project.
Topic: "Owning and Operating My Own Business"

B. Audio-Visual Aids

Films, filmstrips and slides are instructional aids that help students in the learning process and can be of use in the previously listed methods. The proper ones can bring the business into the classroom and the student closer to real-life situations.

Listed below are some films, filmstrips, tapes, and slides that may be obtained free of charge or for a nominal fee.

TOPIC	*TITLE*	*DESCRIPTION*	*SOURCE*
Advertising & Sales Promotion	Action by Plan	35mm, s/s 13 min. free	Assn. of Business Pub. 205 E. 42nd St. New York, N. Y.
	Training Series	35mm, s/s 30-40 min. free	Coca-Cola Export Corp. 515 Madison Ave. New York, N. Y.
	Adventures	16mm, color 18 min. free	Assn. of Business Pub. 205 E. 42nd St. New York, N. Y.
	The Direct Mail	16mm, color 30 min. free	Direct Mail Adv. Assn. 381 4th Ave. New York, N. Y.
	People, Profits & You	16mm, color 29 min. free	Collins, Miller 333 W. Lake St. Chicago, Ill.
Regulations of Advertising	Too Good to Be True	16mm, b & w 20 min. free	Better Business Bureau Local Office
American Enterprise System	The American System	Series of 10 30 min. TV programs on film rent/sale	NET Film Service Indiana University Bloomington, Ind.
	Progress Through Profits	16mm, b & w 41 min. free	Modern Talking Pictures 1212 Ave. of the Americas New York, N. Y.

TOPIC	*TITLE*	*DESCRIPTION*	*SOURCE*
Bedding	Selling Bedspreads & Matching Draperies	16mm, color 17 min. free	Bates Fabrics Film Library 13 E. 37th St. New York, N. Y.
Blouses	After a Fashion	16mm, color 20 min.	Roger-Wolcott E. Services Ship & Shore Inc. Upland, Pa.
Business Mathematics	Addition Is Easy Everyday Living We Discover Fractions	16mm, b & w 10 min. charge	Coronet Instruction Films 207 E. 37th St. New York, N. Y.
Business Principles & Management	Finding People for Products	16mm, b & w 10 min. free	U. S. Rubber Co. Keds Sports Dept. 1230 Ave. of Americas New York, N. Y.
Buying the Right Merchandise for the Right People	Competing for the Modern Shopper	32 color slides rental $1.00	Temple University Distributive Ed. Dept. Philadelphia, Pa.
Carpets & Rugs	Choosing a Rug or Carpet	Filmstrip free	American Carpet Institute Education Dept. 350 Fifth Ave. New York, N. Y.
China	The Making of Fine China	16mm, color 20 min. free	Modern Talking Pictures 1212 Ave. of the Americas New York, N. Y.
Color, Line and Design	There's Color in Your Life	16mm, color 27 min. free	Association Films Broad & Elm St. Ridgefield, N. J.
	Color Clues for Better Living	16mm, color 20 min. free	The O'Brien Corp. Sales Promotion Dept. South Bend, Ind.
	Decorate for Living	16mm, color 20 min. free	Association Films Broad & Elm St. Ridgefield, N. J.
	Seeing Color	16mm, color 15 min. free	Modern Talking Pictures 1212 Ave. of the Americas New York, N. Y.
	Your Best You	Slidefilm color, 15 min. free	Audio-Visual Association Bronxville, N. Y.
Corporations	Inc.	16mm, b & w 24 min. free	Association Films, Inc. Broad and Elm St. Ridgefield, N. J.
Cosmetics	A Tale of Two Counters	16mm, color 23 min. free for one week	McCall Magazine 230 Park Avenue New York, N. Y.
Credit Services	Installment Buying	16mm, color 10 min. free	Ideal Picture Corp. 233 W. 42nd St. New York, N. Y.

TOPIC	*TITLE*	*DESCRIPTION*	*SOURCE*
Customer Motivation Behavior	The American	16mm, color 20 min. free	Modern Talking Pictures 1212 Ave. of the Americas New York, N. Y.
Customer Services	Customer Services in a Quick Service Store	16mm, b & w 10 min. free	Merchandiser Film Prod. 419 Park Ave. South New York, N. Y.
Display	Visual Merchandising	Filmstrip sound, color 18 min. $10—Sale	Audio-Visual Education Motion Picture Production University of Minnesota Westbrook Hall Minneapolis, Minn.
Distributive Education	Tell It Like It Is	16mm, color 28 min. free	Sears-Roebuck Foundation Skokie, Illinois
Foods	Fruit & Vegetable Merchandising	16mm, color 28 min. free	Film Library N. Y. State Dept. of Commerce 40 Howard St. Albany, N. Y.
	The Spud and You	16mm, color	National Food Assoc. Director of Press Relations 726 Jackson Place Washington, D. C.
Furniture	Color Newsreel	16mm, color 27 min. free	Creativision, Inc. 1780 Broadway New York, N. Y.
Furs	Fantasy of Furs	16mm, color 20 min. free	Creativision, Inc. 1780 Broadway New York, N. Y.
Image and Product Development & Planning	The Shape and the Future	16mm, color 25 min. free	Modern Talking Pictures 1212 Ave. of the Americas New York, N. Y.
International Marketing	Whatever Happened to Mrs. Momiyama	16mm, color 20 min. free	Modern Talking Pictures 1212 Ave. of the Americas New York, N. Y.
	Introduction to Foreign Trade	16mm, b & w 20 min. free	University of Pittsburgh Distributive Education Dept. 2630 Cathedral of Learning Pittsburgh, Pa.
	Partners in Progress	16mm, b & w 19 min. free	Modern Talking Pictures 1212 Ave. of the Americas New York, N. Y.
	The Give & Take	16mm, color 26 min. free	Modern Talking Pictures 1212 Ave. of the Americas New York, N. Y.
Jewelry	A Pearl is Born	16mm, color 14 min. free	Japan Tourist Assn. 45 Rockefeller Plaza New York, N. Y
Mail & Telephone Orders	The Voice of Your Business	16mm, color 14 min. free	Bell Telephone Co. of Pa. Local Office

TOPIC	*TITLE*	*DESCRIPTION*	*SOURCE*
Marketing	People, Products, Progress—1975	16mm, color 28 min. free	Chamber of Commerce Audio-Visual Dept. 1615 H. St., N. W. Washington, D. C.
Marketing Functions	To Market to Market	16mm, color 28 min. free	City College of New York Audio-Visual Extension 17 Lexington Ave., New York, N. Y.
Men's Furnishings	Earnest Tie Story	16mm, color 26 min. free	Modern Talking Pictures 1212 Ave. of the Americas New York, N. Y.
Men's Suits	Suited for Today	16mm, color 20 min. Inc.	Movies, USA 729 Seventh Ave., New York, N. Y.
Merchandise Information: Non-Textiles Leather	Story of Ohio Leather	16mm, b & w 30 min. free	Ohio Leather Co. 1052 N. State St., Girard, Ohio
	Why the Shoe Fits	16mm, color 31 min. free	Modern Talking Pictures 1212 Ave. of the Americas New York, N. Y.
	There Is a Difference	16mm, color 28 min. free	Campus Film Distributor 20 E. 46th St., New York, N. Y.
Merchandise Information: Textiles	Cavalcade of Fibers	16mm, color 22 min. free	Dupont Motion Picture Section Wilmington, Del.
	Facts About Fabrics	Same	Same
	From Yarn to Cloth	16mm, color 15 min. free	Quebec Tourist Bureau 48 Rockefeller Plaza New York, N. Y.
	It's All in	16mm, color 30 min. free	American Cyanamid Co. Textile Resin Dept. 30 Rockefeller Plaza New York, N. Y.
	Cotton, Nature's Wonder Fiber	16mm, color 15 min. free	National Cotton Council Audio-Visual Section P. O. Box Memphis, Tenn.
	Know Your Irish Linen	16mm, color 15 min. free	Irish Linen Guild 1720 Ave. of the Americas New York, N. Y.
	Romance of Silk	16mm, color 14 min. free	Japan Tourist Assn. New York, N. Y.
	Border Weave	16mm, color 16 min. free	The Wool Bureau, Inc. The Librarian 360 Lexington Ave., New York, N. Y.

TOPIC	*TITLE*	*DESCRIPTION*	*SOURCE*
	This Is Nylon	16mm, color 30 min. free	Dupont Motion Picture Section Wilmington, Del.
	Story of a Stocking	16mm, color 17 min. free	Mary Grey Hosiery Mills Bristol, Va.
Methods of Recording Sales	Departmentalization	16mm, b & w 20 min.	Audio-Visual Center Evening & Extension Division City College School of Business 17 Lexington Ave., New York, N. Y.
Orientation	The Story of Distributive Education	16mm, color 21 min. free	University of Pittsburgh or Temple University Distributive Ed. Dept. Philadelphia, Pa. or Associated Films Broad & Elm Sts. Ridgefield, N. J.
Personality Development	How to Be Well-Groomed	16mm, b & w 11 min. charge	Business Education Films 5113 16th Ave., Brooklyn, N. Y.
	Good Looks	16mm, color 20 min. free	Modern Talking Pictures 1212 Ave. of the Americas New York, N. Y.
Preparation for the First Position in the Work Experience Program	I Want a Job	16mm, b & w 20 min.	Business Education Films 5113 16th Ave., Brooklyn, N. Y.
	The Employment Interview	16mm, b & w 11 min.	Business Education Films 5113 16th Ave., Brooklyn, N. Y.
Preparing a Student for a Career	The Man Who Sells	16mm, color 20 min. free	Modern Talking Pictures 1212 Ave. of the Americas New York, N. Y.
	Career of a Salesman	16mm, b & w 11 min. $2.50	Business Education Films 5113 16th Ave., Brooklyn, N. Y.
Professional Improvement & Opportunities	Career Calling	16mm, b & w 27 min. free	Jim Handy Organization 2821 E. Grand Blvd. Detroit, Mich.
	Design for Life	16mm, b & w 19 min. free	Sterling Movies, USA 43 W. 61st St., New York, N. Y.
	Career in Restaurant Management	16mm, color 18 min. rent $5.00	Ohio State University Division of Motion Pictures Townshed Hall, Room 113 Columbus, Ohio

TOPIC	*TITLE*	*DESCRIPTION*	*SOURCE*
	The World Is Yours	16mm, color 26 min. free	Association Films Broad & Elm Sts., Ridgefield, N. J.
	Life Insurance	16mm, b & w 11 min. $2.50	Business Education Films 4607 16th Ave., Brooklyn, N. Y.
	Banking As a Career	35mm, s/s purchase	Society for Visual Ed. 1345 W. Deversy Pkwy. Chicago, Illinois
	The Great Tradition	16mm, color 28 min. free	American Hotel Association Employee Relations Dept. 221 W. 57th St., New York, N. Y.
	The Stewardess Story	16mm, color 25 min. free	Modern Talking Pictures 1212 Ave. of the Americas New York, N. Y.
Promotional Mix	Role of Advertising in Modern Businesses	35mm, s/s 27 min. free	Coca-Cola Export Corp. 515 Madison Ave., New York, N. Y.
	Unlimited Versatility	16mm, color 26 min. free	American Newspaper Publishers Bureau of Advertising 485 Lexington Ave., New York, N. Y.
Regulations of Buildings for Safety	Album of Public Safety	16mm, b & w 20 min. free	School District of Phila. Parkway at 21st St. Philadelphia, Pa.
Regulation by Taxation	Taxes Pushbutton	16mm, color 15 min. free	Internal Revenue District Office
Retailing Methods	People, Profits & You	16mm, color 25 min. free	American Newspaper Publishers Bureau of Advertising 485 Lexington Ave., New York, N. Y.
	The Distribution Dilemma	38 color slides rental $1.00	Temple University Distributive Ed. Dept. Philadelphia, Pa.
Sales Register	Cash Register Made Easy	35mm, s/s b & w, 10 min. free	Merchandiser Film Prod. 419 Fourth Ave., New York, N. Y.
Social Security	Sam'l & Social Security	16mm, color 20 min. free	Social Security Administration Local Office
Silverware	The Fine Art of Sterling	16mm, color 27 min. free	Modern Talking Pictures 1212 Ave. of the Americas New York, N. Y.
Taxation	Time & Taxes	16mm, b & w 16 min. free	Internal Revenue District Office

TOPIC	*TITLE*	*DESCRIPTION*	*SOURCE*
Techniques of Selling	Successful Selling Ideas	31 color slides rental $1.00	University of Pittsburgh or Temple University Distributive Ed. Dept. Philadelphia, Pa.
	All I Can Do	16mm, b & w 23 min. free	University of Pittsburgh Distributive Education Dept. 2630 Cathedral of Learning Pittsburgh, Pa.
	This Way, Please	16mm, b & w 23 min. free	Audio-Visual Center Evening & Extension Division City College School of Business 17 Lexington Avenue New York, N. Y.
Trading Stamps	Engagement Party	16mm, color 29 min. free	Modern Talking Pictures 1212 Ave. of the Americas New York, N. Y.
Trends in Sales in Supporting Activities	Automation: What Is It?	16mm, b & w 10 min. free	National Association Mfrs. Film Bureau 2 E. 48th St., New York, N. Y.
The Wholesale Market	The Devil to Pay	16mm, b & w 27 min. $7.50	National Assn. Wholesalers 1725 K St., N. W. Washington, D. C.
Wrapping & Packaging	Art of Gift	16mm, color 21 min.	Association Films Broad & Elm St., Ridgefield, N. J.

For additional audio-visual materials in distributive education, contact the Distributive Education Department at the University of Pittsburgh and Temple University. Ask for D. E. audio-visual catalogues.

Tapes for Teaching 1967-68

Source: Commonwealth of Pennsylvania
Department of Education
Bureau of Instructional Services
Harrisburg, Pennsylvania 17126

TITLE	*DESCRIPTION*	*ORDER NO.*
An Introduction to You	25 15-30 min. tapes on personal development	G-3 to G-28
Economic Trends in the U. S.	35 min.	SOC-55
Automation in Retailing	30 min.	SOC-106
Advertising and You	15 min.	SOC-129
Credit	15 min.	SOC-131
Corporation	30 min.	SOC-133
The Free Enterprise System	15 min.	SOC-138
Minimum Wage	15 min.	SOC-144
Business & Industry	30 min. Taped in three parts	SOC-321 322 323
The Supermarket	15 min.	SOC-297

After putting these different methods into use, a coordinator can evaluate their effectiveness by the results they produce. These results will be measurable and evident. They may take the form of high scores on tests, success on the job after graduation, growth as a contributing and participating member of society, or eagerness on the part of a student to enroll in post-secondary programs (junior college, community college, adult evening classes) and to advance himself and receive specialized training in his chosen career objective.

SECTION VI

DISTRIBUTIVE EDUCATION CLASSROOM-SALES LABORATORY

The distributive education facility should be at least 1,600 sq. ft. for a combination classroom-sales laboratory and/or school store. If these facilities are to be separate, it is recommended they be 850 sq. ft. each. It is not necessary to have both the sales laboratory and a school store facility, but one or the other (or a combination of both) should definitely be provided.

The in-school educational and training experiences for students develop judgment skills and attitudes needed for career opportunities in the distributive occupations. Distributive education provides an environment for experimentation and an opportunity to learn distribution principles and concepts through a well organized and equipped facility.

A classroom equipped with a sales laboratory and display window will naturally require more space than the general classroom facility. The distributive education room must accommodate movable tables, desks and chairs, in addition to space allotted for the sales laboratory unit and display window. Storage area and closets should be available for related supplies and equipment as well as office space and a telephone.

Sufficient room will be needed for magazines, brochures, bulletins and other current publications in the field of distribution. A small curriculum library in each distributive education facility is helpful.

The classroom requirements of each program should be analyzed and planned to complement students' on-the-job experiences. The counsel of the Distributive Education Advisory Committee will be helpful in selecting and procuring the necessary equipment, aids and supplies.

A display window should be installed in the store lab or distributive education classroom. It is desirable to have this facility face the main hall of the building. When the display window or store unit is built in the classroom, it should be placed in a location that will be seen from the corridor. A well-planned display will attract the attention of the students and guests who pass through the corridor and will tend to increase public interest in distributive education.

The following suggested list of equipment and supplies reflects current thinking in the field and can be used as a general guide by the teacher-coordinator. However, this list should not be interpreted in terms of Federal and State reimbursement.

A. Equipment and Supplies Checklist

1. Textbooks and Workbooks

2. Forms
   - Application forms for employment
   - Working paper applications
   - Business forms
     - Sales checks—triplicate books and/or continuous forms for sales checkwriter
     - Customer credit and refund forms
     - Purchase orders
     - Vendor return forms
     - Receiving records
     - Merchandise control forms
     - Inventory forms
     - Receipt books

3. Furniture and Fixtures—Lab and School Store Area
   - a. Convertible "against the wall" merchandising units
   - b. Convertible "floor" merchandising units
     - Showcase
     - Counter—well type
     - Counter—flat type
     - Open front sales unit
     - Prepackaged goods merchandiser
     - Gondolas—convertibles for merchandising various types of items
   - c. Wrapping and packing counter
   - d. Sales and register counter
   - e. Fashion display window (facing into corridor); adjustable ceiling, spot lights, color filters, floor receptacles, carpet and lock.
   - f. Display platforms
   - g. Mirrors
   - h. Project work counters with locked door storage for sign machine, marking machine, ditto, etc.

4. Classroom furniture and facilities
   - Rectangular student tables—24" x 48" for 2 students

24" x 72" for armless chairs, stacking type
Stack of folding chairs
Teachers classroom desk and chair
Bulk storage space with lock for mannequins, display forms, unused shelves and accessories, retrim papers, etc.
Paper and supplies storage
School store merchandise stockroom and lock, separate from general storage areas
Bookcase
Trade paper and magazine case
Portable lectern
Dictionary stand
Sink (convenient to project work area)
Student study carrels and chairs (convenient reference library books, trade papers and magazines)
Room divider partitions (if needed)
Acoustical ceiling
Adequate electrical outlets in lab area, project work area, school store, coordinator's office and general classroom area.
Clock

5. Office Equipment

Coordinator's Office
Office desk and chair
File cabinets
Extension telephone
Teacher's wardrobe with lock

6. Mechanical equipment

Sales Register
Measuring devices (rulers, tape measures, scale)
Ticket marking machine
Adding machine–listing type
Duplicating machine (ditto)
Typewriter
Sign printing machine
Photo-copier
Sales check writer
Jig saw

7. Display Equipment and Merchandising Supplies

Mannequins–man, woman, boy, girl–bi-racial
Body form and shells with stands
Portable ball spot lights
Flameproof reytrim and background papers
Display pedestals, assorted sizes
Display nesting tables
Various size glass tops for pedestals and nest tables
Window sign holders
Counter sign holders
Display stands and assorted tops
Display pins
Assorted hangers
Assorted pegboard hooks
Assorted size markers
Staple guns, light and heavy duty
Staple hand plier (for bag sealing)
Desk stapler
Shears
Kraft wrapping paper holder, 24"
40# Kraft paper, 24" wide
Twine holder
12 ply cotton sail twine
Fabric swatches
Magnetic background display panels
Magnetic letters, numerals and symbols
Labeler (Dymo type)
Lewis safety knife
Kraft gum sealing tape machine
3" wide sealing tape
Gift wrapping accessories, white tissue, premade bows, snap on gift loops, satin and crimp ribbon
Two-part control string marking tickets and tagging needles
Two-part control pin tickets
Self-adhesive gum labels
Paper bags
Folding boxes
Draping cloth, ninon
Iron and ironing board

8. General office and D. E. Classroom Supplies

Postage scale
Desk trays for filing
Pencil sharpener
Waste baskets
Paper cutter
Multiple hole punch
Totetray cabinet and trays
Duplicating materials–master sheets, fluid
Envelopes–business, manila
Erasers–chalkboard, typewriting, art gum
Felt point pens, assorted
Brushes–lettering, paint, paste
File folders and guides
Chalk–white and colored
Drawing compass
Architect's scale rule
Drafting triangle–30, 60 and 90 degree
T-Square
Crayons, assorted colors
Elmer's glue

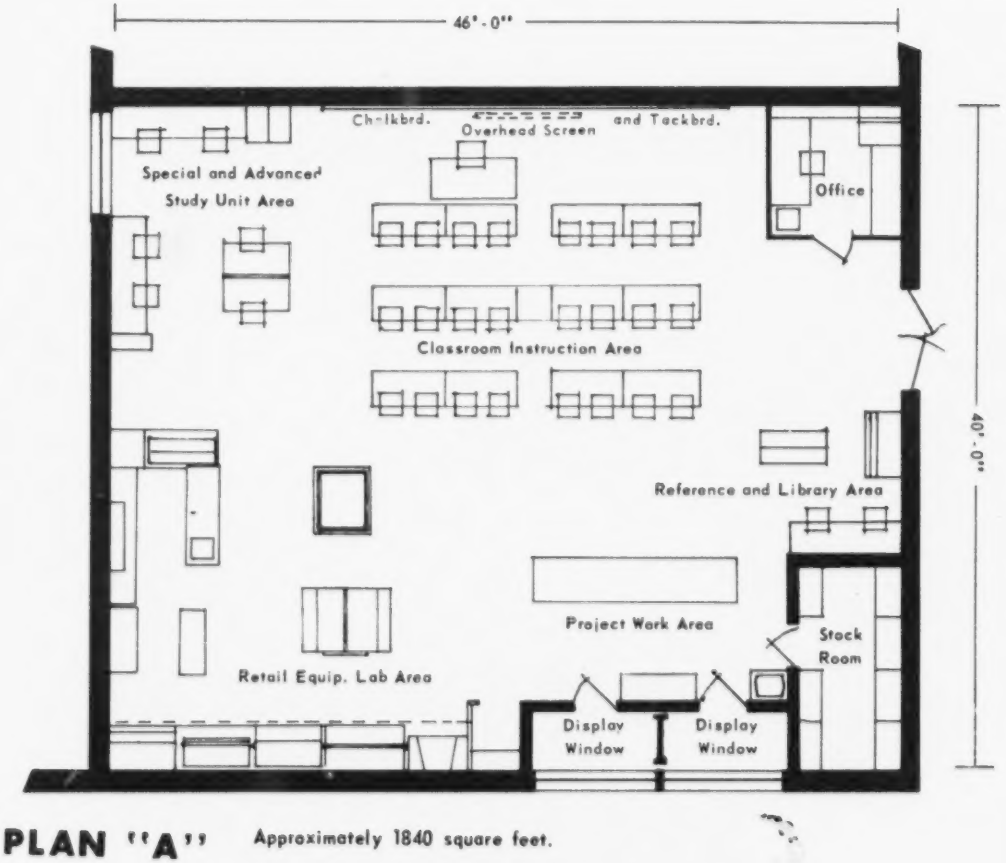
India ink and blotters
Lettering supplies—penholders, points, cleaner
Paint—poster, oil, showcard
Papers—showcard, bond, carbon, construction, drawing, poster, onion skin, tracing, quadrile ¼"
Rubber—bands, cement, stamps
Stationery—cards, paper
Staple remover
Paper clips
Pencils—Regular and assorted colors
Stencils
Tacks
Masking tape
Cellophane tape and dispenser
Filing index cards
Folders, yard sticks
Grease pencils, assorted colors
Extension cords
Hammer
Screwdrivers
Pliers
Hack saw
Drill
Level

9. Visual Aids

Chalk boards—wall mount
Tack boards
Flip chart with stand
Opaque projector
Filmstrip and slide projector
Movie projector and portable table
Tape recorder
Screen (portable)
Flannel board—letters and numbers
Easels
Polaroid camera and film
Overhead projector, transparencies and preparation kit
Phonograph player

10. Reference Materials

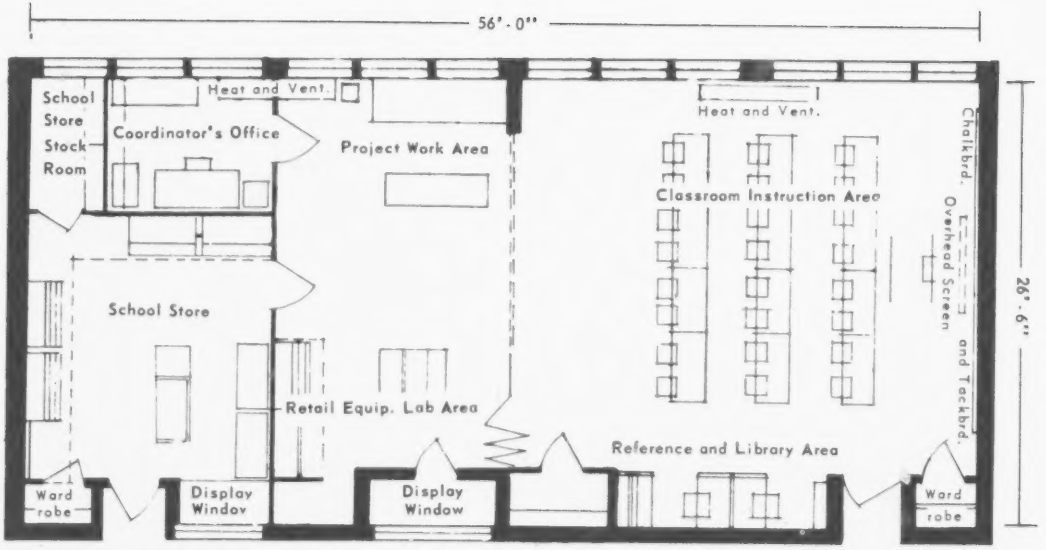
Sales manuals
Manufacturers' guide
Manufacturers' display
Library reference books
Trade magazines, newspapers
Fashion magazines
Mail order catalogs
Dictionary
Thesaurus
City directory
Maps
Postal guide



PLAN "A" **Approximately 1840 square feet.**

Full size room-relatively square-1840 square feet-air conditioning and minimum outside windows. Fully equipped with adequate fashion windows facing corridor, storage space, office, wall and floor retail fixture types, reference area, project work counters and area for special and advanced study unit work. The layout rearranged to include school store as part of distributive education facility. Coordinators' office relocated so that windows or one way mirrors in office walls would permit full control of store and classroom from office. Separate school store entrance and stockroom is essential.

A TYPICAL DISTRIBUTIVE EDUCATION CLASSROOM

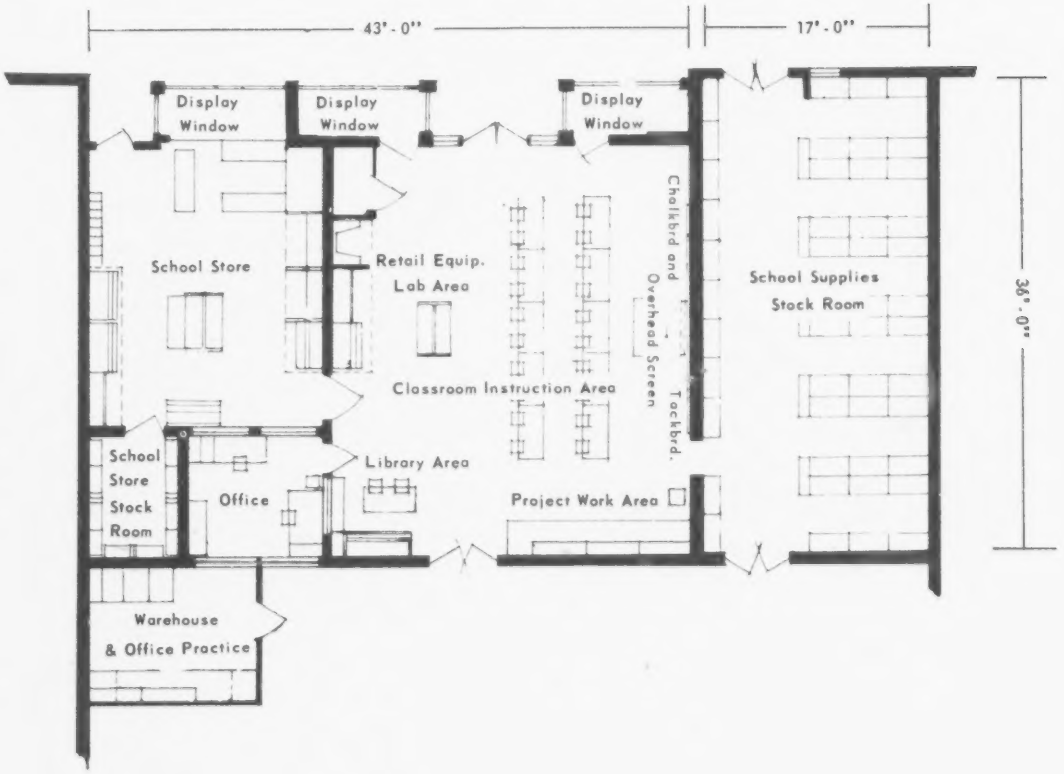


PLAN "B"

Approximately 1480 Square Feet

Rectangular shape resulting from converting adjoining rooms into single distributive education facility including school store. Only 1480 square ft. is still adequate for all the essential elements and criteria for a strong distributive education facility. Folding door between classrooms permits complete protection of displays, merchandise and equipment when room is not used for distributive education class.

A TYPICAL DISTRIBUTIVE EDUCATION CLASSROOM

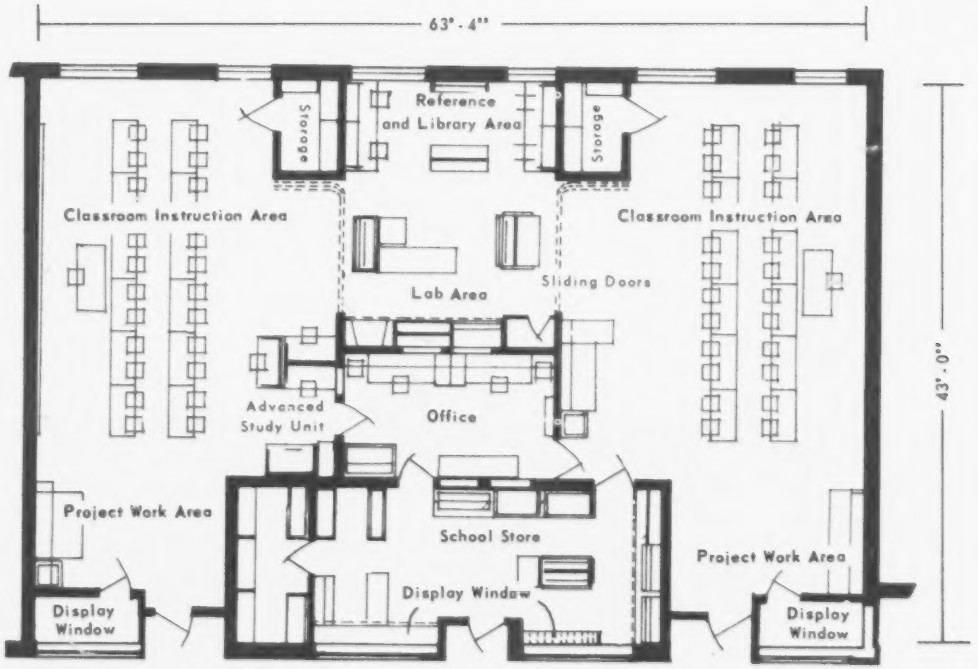


PLAN "C"

Approximately 2230 square feet.

Rectangular shaped facility designed with layout for new school. Also includes warehouse receiving, control, storage and distribution as part of distributive education instructional offering. Warehousing area is extra. Two coordinator office has windows or one way mirrors on three sides for full control of warehouse, school store and classroom area.

A TYPICAL DISTRIBUTIVE EDUCATION CLASSROOM



A TYPICAL DISTRIBUTIVE EDUCATION CLASSROOM

PLAN "D"

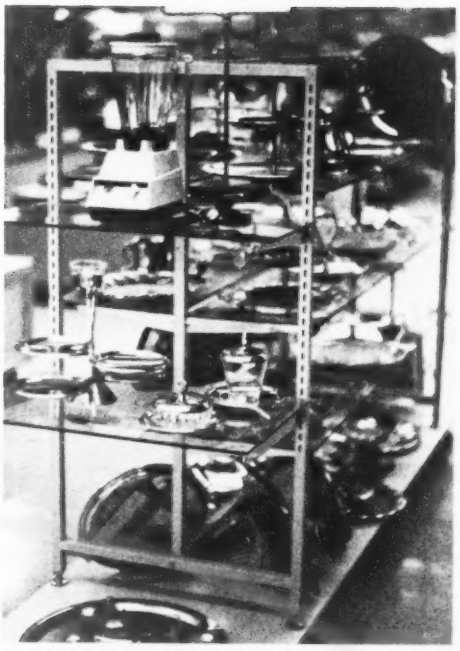
Approximately 2709 square feet.

Most flexible, efficient, economical plan for two teaching station distributive education facility. Two coordinators share office and cooperate on usage of common lab area, reference and library area as well as considerable equipment such as audio visuals, sign machine, duplicating equipment etc. Individual classes set up according to the different needs of Distributive Education I and Distributive Education II but each have separate stockrooms and fashion windows. School store, under excellent control from office can be operated by either or both classes. Sales and stock handled by Distributive Education I students as project in lieu of work experience. Planning, buying, pricing, control and promotion of school store handled by Distributive Education II students.

2/3 GLASS SHOWCASE WITH LIGHT

CONVERTIBLE, OPEN-FRONT MERCHANDISING UNIT,
WITH HANG RODS

CONVERTIBLE, OPEN-FRONT MERCHANDISING UNIT,
WITH (PRE-PACK) STEP UNIT AND SHELVES

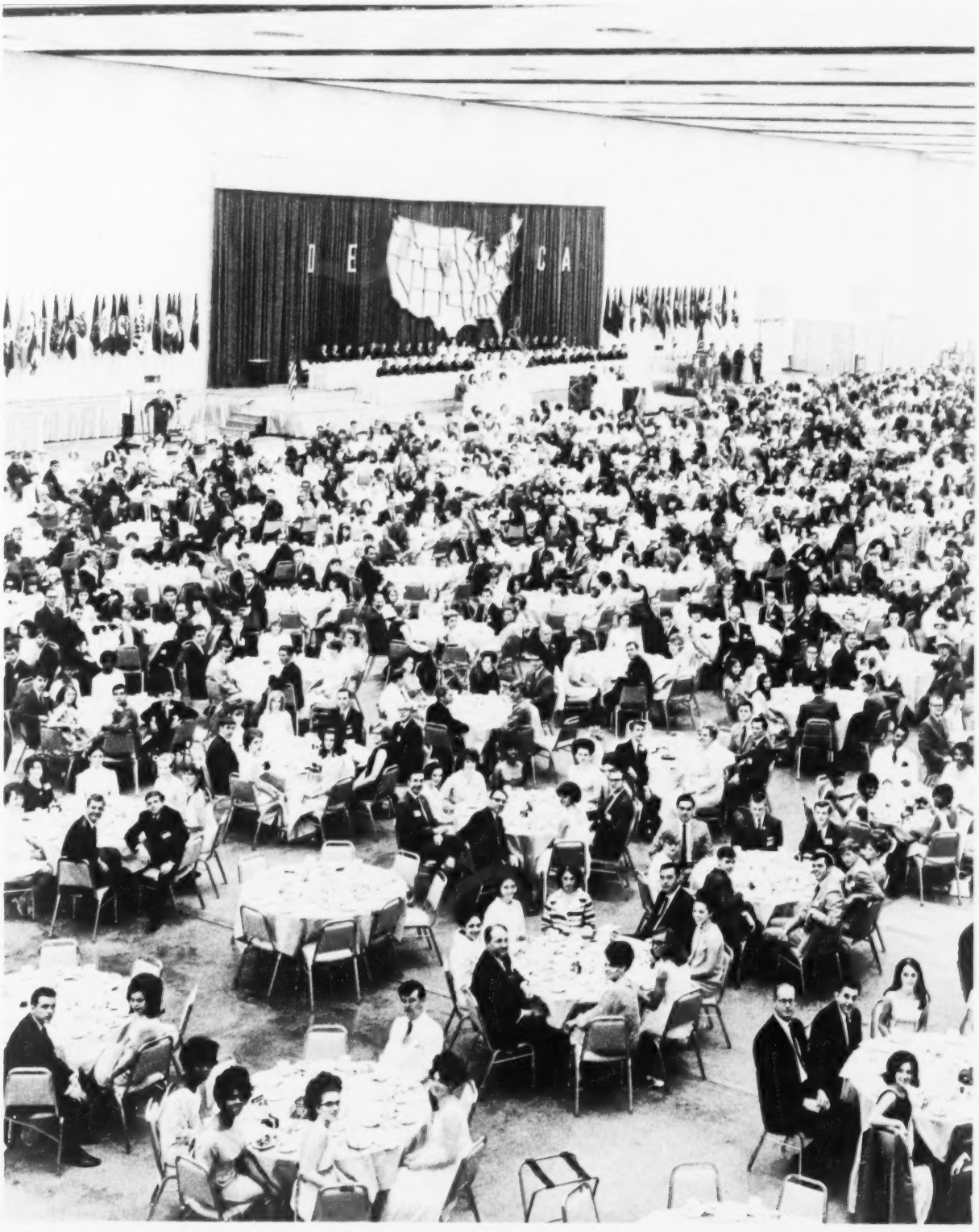


CONVERTIBLE GONDOLA –
VARIOUS APPLICATIONS

WALL MERCHANDISING UNITS – VARIOUS APPLICATIONS WITH USE OF INTERCHANGEABLE PARTS

ISLAND MERCHANDISE OF FOUR BASIC ADAPTABLE COUNTERS – WITH GONDOLA FOR SUPERSTRUCTURE

DO NOT FILM THIS PAGE



THE AWARDS BANQUET HELD AT THE NATIONAL DECA LEADERSHIP CONFERENCE

SECTION VII

DECA

DECA (Distributive Education Clubs of America) is a co-curricular youth program which gives the distributive education student an opportunity to become a future leader in marketing, distribution and management. This development is fostered by several chapter activities.

A. Professional Activities

Professional activities are those that contribute to the professional improvement of the students. Some examples might be:

1. Observation of DECA Week to the student body and community by:
   a. Posters displayed in prominent places.
   b. Proclamation made to the entire school.
   c. Bumper strips made available for student and faculty cars.
   d. Assembly programs geared to the purposes of DECA.
   e. Newspaper stories written about club activities.
   f. Civic appearances made by students throughout the community.
   g. Special newsletters distributed door-to-door.
   h. T.V. and radio program announcements made by DECA members.
   i. Students wearing DECA blazers the entire week.
   j. Window and interior displays set up in local stores.
   k. Students passing out DECA brochures to both school and community.
2. Field trips to large shopping centers.
3. Guest speakers.
4. Election of local chapter officers announced on school intercom.
5. Installation of officers and recognition of new members as a special assembly program.
6. Radio publicity.
   a. Radio interview shows—Suggest students, distributive education supervisors or others who can tell what local students are accomplishing through their education, club and work program.
   b. Feature shows—If your club is studying ways to increase business, solve parking problems, improve display areas, etc., then present a careful outline of how you think one, or several distributive education members, could discuss this with a station "personality" to tell listeners what distributive education is doing for the community.
   c. Interview local leader—Suggest that the local Chamber of Commerce president interview the local president on radio or T.V. Subjects discussed could range from what is taught in distributive education at local schools, to how local merchants are looking to distributive education for future business leaders of the community.
7. Names of award winners published in school newspapers. Recognition day for outstanding ability. This may be done by selecting a distributive education student of the month.
8. DECA members should participate in local, regional, state or national DECA leadership conferences.

SALES DEMONSTRATION – A CONTEST WINNER

B. Financial Activities

Financial activities involve raising funds to support the financial obligations of the chapter. A few examples:

1. Candy and bake sales held outside the school cafeteria during lunch periods.
2. Fruitcake sales sold door-to-door.
3. Pocket calendar sale held in school and on corners throughout the community.
4. DECA notebook cover sale held from the school bookstore.
5. Talent shows planned for both the school and the community.

C. Civic Activities

Civic activities are conducted by chapters to serve

both the school and the community. Projects range from school improvement campaigns to participation in fairs, trade shows and other community-wide events.

D. Service Activities

Service activities emphasize the need for sharing with others. Frequently projects are designed to coincide with Thanksgiving and Christmas. A good example would be in the use of the distributive education school store to raise funds for food baskets, etc. The distributive education students can help other organizations seeking to raise funds.

E. Social Activities

Social activities become an important finishing touch to professional meetings, particularly when community leaders are invited to participate in the chapter program. An example of this would be the annual Employer-Employee Banquet.

EMPLOYER-EMPLOYEE BANQUET

Activities between chapters may be carried on through joint workshops or leadership conferences. Inviting other clubs to your club activity (such as a fashion show, a DECA dance, a guest speaker) is recommended.

Other activities to be considered are:

1. A tea held for parents and merchants at the school.
2. Local merchants asked to participate in an in-school introduction to distributive education and its activities.
3. Special programs arranged during a school's open house.
4. DECA members plan skits and displays for Career Day participation.
5. Chapter participation in the Sears-Roebuck Project Award. Contact State DECA Advisor for information.

F. Contest and Conference Participation

There are many benefits to be derived through active participation in DECA contest activities. These include: refinement of occupational skills, development of the competitive spirit, improvement of personality, encouragement of cooperative activities and cultivation of leadership and citizenship characteristics. Therefore, it is strongly recommended that local chapters be established to enable their students to participate in regional, state and national conferences which expose them to both varied and in-depth experiences. The National Leadership DECA Conference has been approved by the National Association of Secondary School Principals.

ANOTHER PHASE OF DISTRIBUTIVE EDUCATION—THE SCHOOL BOOK STORE

G. References

Further information about DECA may be obtained by writing the following:

Pennsylvania Association of Distributive
Education Clubs of America
Distributive Education Department
Department of Education
Box 911
Harrisburg, Pennsylvania 17126

(Ask for Local and/or State Officers' Handbook—No cost)

or

Distributive Education Clubs of America, Inc.
200 Park Avenue
Falls Church, Virginia 22046

(Ask for the Official Handbook—price $2.00)

H. Advisory Groups to National DECA

Besides the National Advisory Board, there are other groups which serve in an advisory capacity. They include: American Vocational Association, the National Association of Distributive Education Teachers, the National Association of State Supervisors of Distributive Education, the National Association of State Directors of Vocational Education, and the U. S. Office of Education.

SECTION VIII

GUIDANCE RESPONSIBILITIES OF THE COORDINATOR

Need for Guidance

Though every school has the services of a professional guidance counselor, the coordinator must assume many guidance responsibilities. Some of the coordinator's responsibilities are:

1. Helping the Student:

Valuable service can be performed by the coordinator because of his continual personal contact with the student. This personal service can be given in a number of ways:

a. Conference type of interviews may be held whereby individual problems are discussed.

b. Instructional satisfaction may be seen whereby a project or the instruction is tailored to meet individual needs.

c. Group techniques may be used whereby specific answers are elicted from individuals within the group that have general application.

Regardless of the technique used, it must be remembered that much of the guidance function is that of *listening* and correlating the information to the specific problem at hand. Although listening is an integral part of guidance, doing something about the problem must also be part of the help to the student. Individual problem areas might include:

(1) Home conflicts: Parental problems should be considered of prime importance.

(2) School: Other instructional areas may be worrying the student.

(3) Personality conflicts: Peer acceptance is but one example here.

(4) Job problems: Co-op students often have conflicts with employer or fellow workers.

(5) Career selection: Additional education, books, etc. should be available to the student.

2. Post Secondary School Information

Although item "5" is not necessarily the most important, it is important for the coordinator to have a store of knowledge about fields of work and specific vocations in distributive occupations. He should also have some knowledge about colleges and post-secondary entrance requirements. The coordinator should also have pertinent information about scholarships and loans. Some of this knowledge includes:

a. Pennsylvania Higher Education Assistance Agency (PHEAA), Harrisburg, Pennsylvania, has been designated as the agency to administer a number of acts:

b. National Vocational Student Loan Insurance Act of 1965 for those trade, technical and business school graduates who need a loan in order to attend a one (1) year (900 clock hour) course of study at those institutions approved by the U. S. Office of Education; also the same type of student who is a high school graduate and needs a loan in order to take a two (2) year (1800 clock hour) course of study at those eligible institutions approved by the U. S. Office of Education.

c. Guaranteed Loan Program of the Higher Education Act of 1965 that provides for payment of interest by the U. S. Office of Education.

d. Lovejoy, Clarence—*Vocational School Guide; Handbook of Opportunities.* New York: Simon and Schuster, 1963.

e. *Occupations, Professions and Job Descriptions.* 17th edition. Washington, D.C.; Superintendent of Documents, June, 1966.

f. Individual Career Booklets, New York Life Insurance Co., (Box 51, Madison Square Station, New York, N. Y. 10010, 1964 series)

g. *Opportunities in Sales and Management with G. E.* Louisville, Kentucky: Director, Manpower Development, General Electric Co., Major Appliance Division, 1966.

h. *Occupational Outlook Handbook* 1966-67 (Superintendent of Documents, Washington, D. C.) New edition every two years.

3. Working Relationship with the Guidance Department: It is important that these people are knowledgeable about the distributive education program because they are the ones, in most cases, who will recommend the course to the students. Nothwithstanding the school, or school district, it is imperative that the coordinator take the responsibility for the initial contact. A few words of caution at this point: Do not neglect the office of the administrator, if you happen to be in a county

or district vocational-technical school. Make your initial contact at the home schools on the building principal level and suggest that he introduce you to the guidance personnel.

Coordination time should also be spent with the junior high school counselors. The coordinator should provide information concerning the program and the results it can achieve. These counselors, at the ninth grade level, are responsible for counseling students entering high school. By so doing, many of the tenth grade students will avoid course conflicts that will interfere with their selection of distributive education program in the eleventh and twelfth grades. For those coordinators who envision a tenth grade distributive education program, a working relationship at the junior high level is mandatory.

4. Evaluation:

Any evaluation in this area must be a personal one. Some suggested thoughts with regards to self evaluation might be:

a. Have you contacted your guidance department with regard to selection?

b. Have you been successful in determining, through the interview method, the career objective of each student?

c. Have you individually counseled each student at least once during the marking period?

d. Have your projects met the individual needs of the students?

e. Has your group instruction helped the group to a solution of their common problems?

f. Have you been able to help solve any student-parent conflicts?

g. Have you been able to help your co-op students with specific job problems?

h. Have your guidance contacts, either in your school or in sending schools, been on a continual basis?

i. Has the rapport with the administrators and counselors helped in up-grading your program?

j. Have you been successful in obtaining information on loans and scholarships for your continuing students?

k. If you have this information, and have worked with your students, have you had successful candidates?

When operating within an Area Vocational-Technical School structure, the prior commitment to the Distributive Education program from all feeder schools must be secured before the area vocational-technical school is built. This commitment, which includes the operative establishment of minimum quotas of sending students, should be made by the chief school administrators.

DISTRIBUTIVE EDUCATION TEACHER-COORDINATOR
DISCUSSING FUTURE JOB INTERVIEWS

SECTION IX

POST-SECONDARY OPPORTUNITIES IN DISTRIBUTIVE EDUCATION

"Can you go to college with the distributive education program?"

This is a question frequently asked of the distributive education coordinator. The coordinator should know that training beyond high school is available for the student whose career objective is a mid-management or executive position in the field of distribution. Opportunities for advanced study should constantly be pointed out to the student. He could be directed to the 13th and 14th year courses in the area vocational-technical schools or specialized courses such as retailing and advertising in private business schools, marketing or business administration in the junior, community, or four year colleges.

It is the responsibility of the coordinator to continuously upgrade the level of distributive education. One way to achieve this is by initiating a 13th and 14th year program in his community. Another responsibility is to have information that can be used to guide students into areas which will enable them to specialize (see listing). The teacher-coordinator must establish himself as the information-resource person for his students and colleagues. To assist him in this role, a partial listing of the junior and community colleges in Pennsylvania offering courses in the field of distribution is presented. Information about local business schools and vocational-technical schools can also be obtained by checking the telephone directory for the schools in the area. Examples of the kinds of courses that are offered in the field of distribution on the 13th and 14th level are also included.

The listing presented gives pertinent facts such as admission requirements, costs, and course descriptions.

For evaluation purposes, the coordinator should keep in contact with students who enroll in the post-secondary institutions. He should be aware of their performance and achievements. A follow-up survey could be made and filed for reference.

*A. A Random Sample of Some Post-Secondary Colleges**

Name and Address	*Public Community*	*Admission*	*Courses Offered*	*Cost*
Bucks County Community College Swamp Road Newtown, Pa. 18940	Coeducational; Commuting only; Day and evening program	High school graduate	Marketing Accounting Business Administration Hotel, Motel and Restaurant Management	$325 year
Community College of Allegheny County 711 Allegheny Bldg. Pittsburgh, Pa. 15219	Coeducational; Community only	High school graduate	Retail Merchandising Transportation Technology, Marketing, Salesmanship	$320 year (local) $620 year (outside county)
Community College of Philadelphia 34 South 11th St. Philadelphia, Pa.	Coeducational; Commuting only; Day and evening program	High school diploma 15 units (English, History, Science, Math, 7 electives)	Accounting Marketing and Merchandising	$330 year (Philadelphia) $660 year (non-Philadelphia State)
Pennsylvania State University Allentown Campus 725 Ridge Avenue Allentown, Pa. 18015	Coeducational	College Boards 15 units	Business Management	$175 term
Pennsylvania State University Altoona Campus			Retailing and Marketing	

* For additional information on public colleges, private community and junior colleges, ask for:

Directory of Post-Secondary Retailing and Marketing Vocational Programs
American Vocational Association
1025 Fifteenth Street, N. W.
Washington, D. C. 20005

Colleges and Universities in Pennsylvania
Department of Education
Harrisburg, Pennsylvania 17126

B. Examples of Post-Secondary Courses:

1. Restaurant Practice—Post-Secondary

Length of Course

One year. Classes begin in September and February.

Content of Program

Theory and Practice
- Quantity food preparation and service
- Sanitation—personal health and grooming
- Use and care of equipment
- Menu making and pricing
- Buying—inventory—accounting
- Business ethics

Opportunities for Employment

Some opportunities in this field are Assistant Manager, Caterer, and Caterer's Assistant.

This course is for recent high school graduates and has been approved by the National Restaurant Association.

2. Food Merchandising and Technology—Post-Secondary

Length of Course

Ten months. Classes admitted in September and February.

Type of Course

Students attend school full time on Monday, Tuesday and Wednesday, and work in paid jobs a total of 16 to 24 hours on Thursday, Friday and Saturday.

Content of Program

Mathematics and Store Accounting
English

Store Operation

Stock control
Quality control
Receiving, Warehousing, and Stocking
Display and Advertising
Personnel

Management

Salesmanship
Conference Leadership
Business Law and Economics

Opportunities for Employment

This cooperative program prepares individuals for supervisory and managerial positions in food stores, supermarkets and retail businesses.

3. Commercial Art—Post-Secondary

A commercial artist prepares art work for industry. The purpose of his work is to sell a product or an idea. Usually, the commercial artist works in one of the following major areas: lettering, advertising design, illustration or display. If the student is a high school graduate, with above average art ability, he may qualify for training as a commercial artist.

Length of Course

Two years (13th and 14th)

Content of Program

The course in Commercial Art is based on practical work found in industry. Theory to support this practical work is also taught.
- Airbrush
- Anatomy
- Art Concepts
- Color and Design
- Drawing
- Care and Maintenance of Tools
- Graphic Arts
- History of Art
- Layout
- Media and Technique
- Paste-up
- Poster
- Selling Art

Opportunities for Employment

Immediate openings, at good starting salaries, are available in sign shops, silk screen companies, art services, newspapers, advertising agencies, department stores, printing companies and government agencies.

SECTION X

ADULT PROGRAMS

Adult training in distributive education is instruction given to workers, managers, supervisors and owners for the purpose of increasing or extending their knowledge, skill and ability to work with people in the distributive occupations in which they are engaged or preparing to enter. Classes for adults may be held within working hours on the time of the employer or outside of working hours on the employee's time. They may be held any time of the day or evening.

Classes are usually planned for six weeks, two-hour sessions per week.

Typical courses which may be offered are:

Human Relations
Record Keeping
Small Business Management
How to Own and Operate Your Own Business
Leadership Training
Supervision
Salesmanship
Sales Promotion
Personnel Administration
Communications

The distributive education teacher-coordinator is the logical person to plan, organize and teach or supervise adult classes in distributive education. This will strengthen the overall distributive education program by providing better working relationships with the business community.

Adult classes may be organized through the cooperation of:

The local school district and merchants.
The University of Pittsburgh or Temple University.
The State Department of Education
The Small Business Administration.
The personnel departments of various companies.
Trade associations.

The Department of Education has a staff of field supervisors who have their headquarters at either the University of Pittsburgh or Temple University. Their advice and assistance are available without charge to teacher-coordinators of adult programs. Assistance from field supervisors can be given:

To help set up and conduct adult training programs to distributive workers throughout the State, especially in towns where there are no cooperative distributive education programs.
To aid the local communities in organizing adult distributive education classes.
To teach adult classes.
To aid in the recruiting of business specialists as teachers for adult classes and to coordinate and supervise these classes.
To aid and advise teacher-coordinators in organizing adult classes and planning course outlines.

A. Promotion and Publicity

Businessmen should be introduced to this program, individually or through their trade associations, chambers of commerce or other local organizations.

1. Selling the Program to Management

The management of a business organization must be convinced that a training program for its employes would be worthwhile. You can explain that:

a. The firm will save some training costs.

b. In-service training in new methods and merchandise knowledge will increase workers' efficiency and morale, which will result in improved customer service.

c. A stronger organization can be built by educating supervisors and managers in the best methods of working with employees. Department and store morale will be reinforced, and both employee and organization efficiency will be increased.

d. Trained supervisory personnel will be better qualified to instruct other employees.

e. The prestige of distributive occupations can be advanced by recognizing that there is progress to be made in this field and that instruction is as important and valuable as it is in other professional areas.

2. Selling the Program to Employees

Explain to the employee how this kind of training will enable him:

a. To improve his chances for advancement. Store executives will be more anxious to advance

trained men in their own organization to key positions than to obtain them from other stores.

b. To increase his efficiency, and to acquire accurate knowledge about the merchandise he handles.

c. To prepare himself for transfer to other departments or advance in his present position.

d. To derive increased pleasure or satisfaction from his present work.

e. To broaden his knowledge and understanding of his work or related work. In the rush of daily routine work, it is often difficult for an employee to get an understanding of other departments and of many of the "behind-the-scenes" activities of the organization.

f. To meet and make friends with other people in similar positions.

g. To help make the store in which he works a more efficient operation.

h. To acquire a better knowledge of duties and problems and gain the respect of fellow employees.

i. To make his position more secure during periods of business retrenchment.

3. Selling the Program to School Administrators

Point out how this type of program promotes good public relations by serving the community and providing fuller utilization of school facilities. The fact that distributive education programs are reimbursable from state and federal funds should also be brought to the attention of school officials.

B. Organization

In order to make the adult training program effective, the training problem must be thoroughly analyzed to be sure that this program is going to train the right group of people for the desired objectives. Accomplishing this goal can be achieved only through careful planning in the organization of the program.

The following factors should be considered by the coordinator since they have a direct bearing on the success of the adult program in distributive education:

1. Selection of Subject Matter

The ideal adult distributive education program should meet the training needs of the specific community for which it is planned. To fill these needs, there must be a thorough knowledge of business operation. In determining the training needs of the local community, the coordinator should:

a. Confer with key merchants, trade associations and his advisory committee.

b. Conduct a survey by preparing a questionnaire listing some possible courses. This survey might be accomplished through the aid or assistance of business organizations.

2. Selection of Instructor

The teacher-coordinator may elect to do the instructing himself or he may decide to secure the services of a specialist or the field instructor from the University of Pittsburgh or Temple University, Distributive Education Department. The coordinator should work with the instructor in planning a course of study in suggesting possible teaching techniques and in supervising the instruction.

An instructor of adult classes in distributive education should have both leadership ability and a background of working experience in the field he is qualified to teach. He should have a command of teaching procedures or techniques and a knowledge of the technical and professional subject matter and literature in his field. Men and women with the first two requisites can be found in almost any group of distributive workers. A working command of teaching or conference techniques can be acquired in a comparatively short time by persons with the first two requisites. A knowledge of the necessary technical and professional subject matter in a particular field, however, can be acquired only after arduous study and practice.

3. Selection of Group

The adult members of a distributive education class have many things to occupy their leisure time. When they give a portion of their time to the attendance of an adult class, they attach significance and value to what they expect from it. The teacher, therefore, must remember that these adults come to his class with specific needs, and he must plan the course to answer these needs. The training course must fit the group for which it is intended or it will fail to accomplish its objective.

The selection of the group must be carefully studied. Members of a group of distributive workers will have different backgrounds of experience and abilities. Some of the group may have a very sound knowledge of basic store operation and will, therefore, be interested only in a program which is on a high technical level, while others may have practically no background of experience or abilities and would be unable to follow the same training class, the training may be either too simple to hold the interest of the former group, or too complicated for the latter group. Therefore, these two groups should be divided and trained separately in order to accomplish the training objectives.

Whenever possible, separate classes should be organized for special groups of retail personnel (grocery store salesman, dress store managers, etc.) and it is better to hold entirely different classes for supervisory personnel.

4. Selection of Meeting Place

Classes may be held in the school, the store, or any suitable, convenient meeting place such as a chamber of commerce or merchants' association meeting room. The meeting place should be comfortably furnished, well ventilated and well lighted, relatively free from distractions of noise and traffic, heated or cooled for the season, and large enough to take care of the group. It should also be determined if the room has a blackboard and an electrical outlet, and whether it can be darkened if pictures are to be shown.

After the selection of the room, the seating arrangement for the group becomes the next consideration. If possible, seat the group around tables arranged in U form or in some other similar manner whereby each member is able to see every other member, the instructor, and the visual aids. This type of arrangement puts the group more at ease than does the formal classroom setting.

5. Determining the Size of Classes

In order that there may be a maximum of discussion in the classes, the size of the group should be limited to a number that will allow participation by the members. There is no set rule, but experience has shown that the number for an adult group should range from ten to twenty, preferably fifteen or sixteen. With less than ten in the group, the discussion tends to lag and lose its spirited nature; whereas with more than twenty persons, the amount of individual participation is limited.

6. Recognition for Trainee upon completion of Course

Some type of award, which may be in the form of a certificate, or diploma, should be given at the end of the course. Temple University and University of Pittsburgh will provide signed certificates of achievement to those who complete the course. Such awards may be presented at the last meeting of the group or on a special occasion such as a luncheon or dinner meeting.

SECTION XI

YEARLY CALENDAR OF SUGGESTED ACTIVITIES

A calendar for a distributive education cooperative program is a pre-planned chronological listing of events, activities, programs and curriculum for a school year. The purposes of such a calendar are to help the coordinator operate an efficient and well organized program and also to keep him informed of his duties and responsibilities.

For the new coordinator, a sample calendar is outlined below, but, when devising one of his own, the coordinator should make it flexible to suit his individual program. This one has been subdivided into months and the following areas will be covered in detail on a month-to-month basis:

Distributive Education Clubs of America
Activities at the beginning of the school year
Distributive education class publicity—all media
Distributive education class projects for school or community
Field trips and speakers
Class reports
Class fund raising
Class election of officers and committee chairmen
Coordinators' meetings—Regional and State
Ordering supplies and audio-visuals
Where and when to send for teaching material and publications
School grading periods
Official school holidays
Advisory committee meetings
Reports to State Supervisor
Planning for next year's students—recruiting
End of school year activities
Graduation
Monthly DECA Club Meetings
Monthly hall bulletin boards for publicity purposes

For self-evaluation purposes, the coordinator should review the calendar at the end of the school year to determine his degree of participation and involvement in the distributive education and DECA activities.

September

1. Plan activities at the beginning of the school year:

a. Become involved with student orientation for interviews and job placement.

b. Become familiar with school plant and equipment, school faculty and other personnel.

c. Visit or re-visit prominent merchants and merchant organizations, such as the Chamber of Commerce.

2. Submit an article to the school newspaper giving the names of all distributive education students, where they are employed and a brief description about the program.

3. Send to DECA and State Office of Education for information about the organizations:

Distributive Education Clubs of America
200 Park Ave.
Falls Church, Va. 22046

Pennsylvania Association of DECA
Distributive Education Section
Department of Education
Box 911
Harrisburg, Pennsylvania 17126

4. Have the class elect officers and committee chairmen for such activities as publicity, field trips, speakers, fund raising, etc.

5. Appoint or convene the Distributive Education Advisory Committee in your community.

6. Plan on attending a Regional or State coordinators' meeting.

7. Send for information on teaching aids and publications. An excellent source for which there is a small charge used by many coordinators is:

The University of Texas
Division of Extension
Distributive Education Department
Austin, Texas

8. Establish a grading policy for the students.

9. Furnish students with appropriate forms as: work experience schedules which would include hours worked, pay (gross and net), duties and student rating cards.

10. Requisition classroom supplies and check on audio-visual materials to be used during the year. Write for free audio-visual catalog to either the University of Pittsburgh or Temple University.

11. Send for teaching aids:
    Kenneth B. Haas
    Business Teaching
    Aid M-1 (rev)
    Prentice Hall Publishing Co.
    Englewood, New Jersey (free)

12. Meet with school administrators to discuss various parts of the distributive education program as provided in this manual. (Keep school administration informed on your activities, such as afternoon coordination).

13. Keep a historical record of all activities of the class for future use. The Activities Manual is an example of this.

14. Make broad lesson plans for the year. Detail first 6-8 weeks' work.

15. Plan oral reports to develop communications (a student gives report in front of class; first report—two minutes in length—for each successive monthly report increase length).

16. File Preliminary State Report. (See forms PIVE 192).

17. Obtain information concerning teacher-education and in-service courses at the University of Pittsburgh or Temple University as well as off-campus courses.

18. Set up file system. Suggested plan: 4 drawer classification—I. Official Information, II. Student Information, III. Course Outline, IV. Professional Information.

19. Plan a monthly hall bulletin board or transparency for publicity purposes.

October

1. Collect and submit student dues for DECA.

2. Decide on a class project for the Fall such as a community survey, fund raising event, etc.

3. Develop a series of articles in the school and community newspapers concerning the various activities of distributive education. Try to write an article for the paper each month.

4. Plan a list of field trips and classroom speakers for the year. Plan to have at least one field trip or speaker per month. Ideas for field trips are: Industrial Plants, Department Stores, Merchandise Marts, Suburban Shopping Centers, etc. (Administrative approval should be obtained in advance.)

5. Assign individual reports. Have students research the history of the business firms where they are employed.

6. Order such items as DECA notebooks, officer pins, blazers, etc. to promote the club program.

7. Set up a schedule to speak at various civic organizations such as the Kiwanis, Lions, Elks, Rotary, Chamber of Commerce, etc.

8. Assign committees to take turns setting up classroom displays for the school year.

9. Contact Librarian for materials that could be used during the year. Have Librarian explain the library procedures to your students.

10. Check training stations—at least once every 10 days.

11. Involve distributive education alumni group (ADE) by inviting them to a DECA meeting or a class session.

12. Select project titles and teach letter writing. Students will write for materials that would be used for manuals.

13. Hold a breakfast meeting with students and merchants.

14. Obtain a film.

15. Have student oral reports.

16. Plan on state election of DECA officers—Harrisburg.

17. Plan hall bulletin board for publicity; Example: "The Governor's Proclamation." (See sample)

November

1. Thanksgiving vacation

2. Have students write shopping reports in various stores.

3. Plan a field trip or speaker.

4. Check with local employers on the possibility of placing or rescheduling students for work during December.

5. Write a newspaper article.

6. Set up a classroom display.

7. Have the class sponsor a fund raising project and/or a civic project.

8. Meet with advisory committee.

9. Have a book report on "Leaders in the Distributive Field" or investigate other themes.

10. Plan a film.

11. Have a student oral report.

12. Plan for National DECA Week.

13. Get parental and administrative approval for North Atlantic Regional DECA Conference.

14. Prepare detailed lesson plans for next 6-8 weeks.

15. Make your monthly hall bulletin board.

December

1. Christmas vacation: If school permits, have students available for full work schedules in their training stations. This is the busiest business session of the year.

IN THE NAME AND BY AUTHORITY OF THE

COMMONWEALTH OF PENNSYLVANIA
GOVERNOR'S OFFICE
HARRISBURG

PROCLAMATION

DECA MONTH - MARCH 1969

WHEREAS, Young men and women in high schools, colleges and vocational schools throughout our State are members of the Distributive Education Clubs of America; and

WHEREAS, These students have chosen to pursue careers in marketing and distribution; and

WHEREAS, Efficient and effective marketing and distributing of goods and services are essential to the economy and to the well-being of the people of our State; and

WHEREAS, It is most fitting to call attention to the fine work of the members of the Distributive Education Clubs of America;

NOW, THEREFORE, I, Raymond P. Shafer, Governor of the Commonwealth of Pennsylvania, do hereby proclaim the month of March as DECA MONTH in Pennsylvania, and encourage its observance by the citizens of our State.

GIVEN under my hand and the Great Seal of the State, at the City of Harrisburg, this twenty-eighth day of February, in the year of our Lord one thousand nine hundred and sixty-nine, and of the Commonwealth the one hundred and ninety-third.

Raymond P. Shafer

RAYMOND P. SHAFER
GOVERNOR

BY THE GOVERNOR:

Secretary of the Commonwealth

2. Begin work on merchandise information so that students can begin preparing for their Merchandise Manuals. The students will start gathering information over the vacation period. The students will have approximately ten weeks to complete the manuals for the judging at the Regional Conferences.

3. Have students prepare classroom displays that are appropriate for the season.

4. Plan on a Regional Coordinators' meeting to discuss the Regional Conference.

5. Write a newspaper article.

6. Plan a field trip or speaker.

7. Conduct Retail Orientation program for part-time Christmas help—for juniors and adults.

8. Plan a film.

9. Have a student oral report.

10. Hold a Christmas party.

11. Attend in-service workshop at the University of Pittsburgh or Temple University.

12. Make your monthly hall bulletin board or transparency.

January

1. Plan a field trip or speaker.

2. Write a newspaper article.

3. Have a classroom display.

4. Have students research the merchandise manuals, area of distribution manuals, chapter creative marketing project, and individual marketing manuals (7 areas) for the Regional DECA Conference. Students should spend as much time as possible working on the manuals this month.

5. Select students who will be representing the class at the Regional Conference in the following contests:

   a. Advertising
   b. Student of the Year (Boys and Girls Division)
   c. Display
   d. Job Interview
   e. Public Speaking
   f. Sales Demonstration
   g. Shadow Box
   h. Chapter of the Year
   i. Sweetheart

6. Have your local Internal Revenue Office send student booklets on Income Tax and have the students fill out their actual statements.

7. Plan a film.

8. Have a student oral report.

9. Review Christmas working experiences.

10. Prepare your detailed lesson plans for next 6-8 weeks.

11. Make monthly hall bulletin board or transparency.

February

1. Plan a field trip or speaker.

2. Write a newspaper article—concerning the Regional Convention.

3. Have a classroom display.

4. Select the two best Merchandise and Area of Distribution Manuals to be pre-judged for the conferences.

5. Allow time for research and preparation by the students who are representing the class in the regional contests.

6. Ask permission from your local school district to take the entire class to the Regional Conference.

7. Plan a film.

8. Have a student oral report.

9. Enter Regional Leadership Conferences and contests for DECA.

10. Check with Guidance Counselor regarding students for next year.

11. Make your monthly hall bulletin board.

March

1. Plan to take students who are regional officers, contest winners, and class delegates to the State Convention. Secure parent and administrative approval.

2. Plan a field trip or speaker.

3. Write a newspaper article.

4. Have a classroom display.

5. Have a student oral report.

6. Plan a film.

7. State Convention for DECA is usually held in Harrisburg vicinity for two days. Plan to take students who are State officers, contest winners, and voting delegates to the convention. Request permission from the local school district for State and National Conventions. Keep in mind that the National Convention can be quite expensive. Devise a plan to defray the cost.

8. Submit Sears-Roebuck Project Award to the State DECA Advisor.

9. Prepare detailed lesson plans for remainder of school year.

10. Make your monthly hall bulletin board.

April

1. Easter vacation. (Retail orientation for Easter part-time adult employees)

2. Plan a field trip or speaker.

3. Write a newspaper article—concerning the conventions.

4. Have a classroom display.
5. Plan a film.
6. Have a student oral report.
7. National Leadership Conference for DECA is usually held in Chicago, Illinois for four days.
8. Publicize as much as possible the National Convention.
9. Make plans for promoting distributive education course selection.
10. Make your monthly hall bulletin board or transparency.

May

1. Start recruiting students for next year's class. It is advisable to cooperate with the Guidance Counselor. An assembly program could be scheduled to inform the students about distributive education. It is a suggestion that your distributive education students participate in this assembly. An excellent film, "The Story of D. E.", can be ordered from the University of Pittsburgh or Temple University. Inform parents of interested students about your program. Check permanent records to make sure that interested students are eligible for the program. Make provisions for interested students to observe the distributive education class in action.
2. Plan a field trip or speaker
3. Make a classroom display.
4. Check year-end activities for the graduating class such as: distributive education certificates, special awards, etc.
5. Send thank-you letters to all of the participating training stations that were used this year.
6. Start the Chapter of the Year and Chapter Activities Manual for next year's class to be completed by the time of the Regional Convention.
7. Make sure that you have all information necessary about the graduating class to conduct follow-up surveys in the future.
8. Work on Annual State Reports.
9. Have an orientation class for the incoming distributive education students.
10. Check all year-end duties that pertain to your school district.
11. Plan a film.
12. Have a student oral report.
13. Hold Distributive Education Employer-Employees Banquet.
14. Plan for distributive education awards presentation.
15. Invite newspaper representative to Employer-Employee Banquet for wrap-up news story on program and awards. Request picture in advance.
16. Make your monthly hall bulletin board or transparency.

June

1. Pennsylvania State Vocational and Practical Arts Convention is usually held three days.
2. Complete student placements for Fall term.
3. Send PIVE - 192 to your Field Supervisor.
4. Write newspaper story on convention and participants from local program.
5. Make your monthly hall bulletin board or transparency.

August

1. Continue proper placement and coordination of students.
2. Plan preparatory distributive education classes and curriculum.
3. Visit homes of the students to outline the parents' responsibilities.
4. Attend official conferences, such as advisory board meeting.
5. Check for adequate supplies and textbooks.
6. Revise and update curriculum materials for the co-op-program.
7. Order films and other visual aids.
8. Visit distributive education students on summer employment.
9. Newspaper story explaining program in detail to create interest with employers.
10. Prepare September's bulletin board.

SECTION XII

PUBLIC RELATIONS IN DISTRIBUTIVE EDUCATION

Public relations is the art of interpreting the aims and activities of an organization to both the school and the public at large. This requires that every communication be simply told and clearly presented. All public relations activities of the distributive education program should be integrated with the other aspects of the overall school program if it is to be intelligently and truthfully presented.

In telling the Distributive Education Story for effective public relations, the coordinator's main concern is in making use of all news media in establishing contact between the schools and the general public. Since the coordinator is the key representative of the program, his contacts with the public must always be on the highest professional level.

Before the coordinator can promote a Distributive Education Program in a community, he must gain the respect of all the people with whom he has contact. A courteous, enthusiastic, friendly and business-like approach is essential. The program and the coordinator are synonymous in the minds of the school administration, faculty, businessmen and parents. When all these people get to know the coordinator, are favorably impressed with his intelligent approach and manner, and have confidence in his ability to do the job, they will be more likely to lend support to the program.

The coordinator should join local business, civic or service organizations and become an active member of these associations. Thus, he will be able to develop a further interest in the program by becoming better known in the community.

After the coordinator has established this support, he must then plan an extended program of public relations for the entire school year in which he secures the help of every available news media and resource person. It is incumbent upon the coordinator to continually promote his program, for it is a never-ending job. This holds true for the established programs as well as the new ones.

A. Some Public Relations Techniques:

1. Important Contacts and Associations

Some of the coordinator's most important associations in public relations will be the newspaper editors, special newspaper correspondents in the area, television and radio program directors, secretary or executive director of the local Chamber of Commerce, the education chairman of the service clubs (Rotary, Kiwanis, Lions), the president of the local Businessmen's Association, the president of the Sales Manager's Club, trade association officers, local business manager of the labor unions, and the Public Relations Director of the school and the school district.

The coordinator should also make it his business to receive information regarding the opening of new stores in his area from local authorities as well as from the personnel offices of the large chain store organizations. Many new training stations can be obtained from this contact.

2. Public Relations Calendar

The coordinator should plan his publicity by making a complete public relations calendar. In this way, the news release time, necessary photographs and any notification or accommodations to be made to the news media can be made in advance. This assures a constant flow of planned newsworthy items throughout the school year.

3. Working with the Newspaper Media

In issuing news releases to the newspaper, the coordinator must not overlook any newspaper, regardless of size. This may include the local shoppers' news, the school newspaper and other weeklies in the local area. The National DECA magazine is another excellent source of coverage. Be sure also that the news is in the hands of the editor before the "deadline" for that issue and that it conforms to the paper's required format.

4. Accepted Newspaper Ideas

Some activities that make good newsworthy stories are a Distributive Education student's achievement in the work experience program, local DECA activities, State and National Leadership Conferences, fashion shows, the employer-employee banquet, success stories of Distributive Education graduates and the money earned by the students.

5. Tips for Newspaper Copy

The coordinator should be aware of the basic

rules for newspaper copy.

a. All copy should be typed, double spaced, on one side only on 8½" x 11" paper.

b. Copy should have wide margins of 1¼" on left and right side.

c. Copy should have the following information in the left hand corner:

(1) Name of Program
(2) Coordinator's Name
(3) Address
(4) Phone

d. Copy should have "release date" in upper right hand corner—or "Exclusive".

e. Copy should start about 1/3 of the way down the page.

f. Attach a glossy black and white print with the names of people in photo gently printed on back of picture if you are preparing a photo story.

g. Submit it 24 hours preceding publication "deadline".

h. Keep it short and avoid excess verbiage.

i. End with XXX or "30" at end of copy.

j. If necessary to continue to additional pages, put "more" on bottom of page.

k. New stories should be timely. Stories sent to newspapers in advance of an event should be followed immediately after the occasion with details. The first paragraph includes the "who, what, where and when". Names and local interest are important. Spell out "Distributive Education" at all times, and when applicable, describe the program briefly. Readers are not familiar with the abbreviated DE, nor with the aims of the program. Each story should be of definite news value, generalization lacks readership.

6. Arranging Radio and T.V. Programs

In arranging for radio or T.V. programs, the coordinator must first call for an appointment with the T.V. or Radio Program Director. The coordinator should bring with him a complete typed script or tape for approval. Those selected to participate in the broadcast or telecast should have a clear, pleasant speaking voice, should demonstrate confidence and be able to use good microphone techniques. A panel discussion and the announcer-interview type of program have been effectively used in this medium. An example of this is a program which presents a panel of store executives and students who discuss the merits of distributive education, and how the local program has served their business and education.

7. Coordinator Speaks to Groups

The coordinator (or his students) should speak to as many groups as possible within the community. Such organizations as the PTA, businessmen's associations, service clubs, sales managers' clubs, are always interested in obtaining speakers in the area of education. The coordinator should also not overlook the opportunity to make a presentation within the school community, to faculty meetings, school board meetings, the guidance department on career days and to assemblies.

8. Tools for Public Relations

There are several other tools that are useful in the promoting of the program for the coordinator. A brochure or booklet attractively arranged, duplicated or printed for a particular group with a specific objective intended is a valuable tool for it can serve in the recruitment of students. Another booklet can explain the program to the parents and to prospective employers. It could answer the following questions: What is Distributive Education? How does the Distributive Education program work? Why is the program necessary? What benefits are derived by the student and the businessman employing the distributive education student? Who do you contact to find out more about the distributive education program?

Another public relations tool that can be impressive is a DECA Club Scrapbook which contains a pictorial presentation of distributive education events. This is tangible evidence of the record of an active program and should be on display in the distributive education classroom.

Many of the DECA sponsored activities, such as an open house for parents and merchants, a distributive education window display in a store window during DECA Week and an exhibit of merchandise manuals, should bring new interest to a distributive education program.

The coordinator should be instrumental in getting the service clubs and business organizations to award prizes to outstanding distributive education graduates to commencement ceremonies and other award assemblies in order to give the students incentive and the program additional prestige and recognition.

The local community might be approached through its public officials to proclaim a "Distributive Education Week" and highlight any local achievement by recognizing the students and the cooperating merchants who assisted in the educational and economic well being of the program. The end-of-year distributive education activities

should be culminated with an employer-employee banquet at which time special awards could be made to both students and merchants for various services rendered to the program.

9. The Courtesies in Public Relations

It is always good manners, as well as good public relations, to send copies of all printed brochures and literature relating to the work experience program to the Advisory Committee, the Board of Education, and school administrators. Also, letters of appreciation should be sent to all the people who have cooperated during the year, such as speakers, advisory committee, cooperating merchants, and any other outside organizations who have given support. These letters could be written by one of the DECA chairmen.

B. Conclusion and Evaluation:

The public relations job is a well planned program making use of all available news media to tell and retell "The Distributive Education Story" to keep the public informed about the program and the contribution it makes to the total school. To evaluate the activities of the coordinator, the following self-evaluation is provided:

1. Did the coordinator make use of every available news media? Yes____No____

2. Is the coordinator satisfied that he has received popular acceptance and support from important business contacts? Yes___No___

3. Did the coordinator contact and get help from:
   a. All newspapers? Yes___No___
   b. All business organizations? Yes___No___
   c. All service clubs? Yes___No___
   d. The public relations representative of your school? Yes___No___

4. Did the coordinator make up both a satisfactory and complete publicity calendar? Yes___ No___

5. Has the coordinator followed the basic rules of acceptable practice for all news releases? Yes___ No___

6. Did the coordinator find that his releases were newsworthy and that at least 20 were used by the news media? Yes___No___

7. Did the coordinator contact and attempt to use radio and T.V. facilities that are available? Yes___No___

8. Did the coordinator make himself available to speak to all important community groups? Yes___ No___

9. Did the coordinator use all the public relation tools and techniques to best advantage?
   a. Brochures and booklets Yes___No___
   b. DECA Club Scrapbook Yes___No___
   c. Open House Yes___No___
   d. Window display during DECA Month Yes___No___
   e. Were Exhibits of Merchandise Manuals used? Yes____No____
   f. Did business or service clubs sponsor awards? Yes___No___
   g. Did the coordinator have official distributive education week proclaimed in his community? Yes___No___

10. Did the coordinator send copies of his printed brochures to key people? Yes___No___

11. Did the coordinator write letters of appreciation to all those who aided his program? Yes___ No___

12. Did the coordinator keep file copies of all his news releases? Yes___No___

C. Sample News Release

Distributive Education
William Jones
Lincoln Senior High School
120 State Road
Harrisburg, Pennsylvania 17105
215-245-5780

Release date
or
Exclusive

1/3 space left for title and notes by editor

Body

SECTION XIII

THE FOLLOWING SUGGESTED FORMS COULD BE UTILIZED BY THE TEACHER COORDINATORS

A. Forms That Can Be Used By The Teacher-Coordinator

1. Student application for the Distributive Education Program

   Should include all information necessary on the prospective student.
   See Form #1 for sample.

2. Personal Interest Sheet

   Used to gather additional information about the student. Quite helpful in making selections.
   See Form #2 for sample.

3. Parent Consent Letter

   Will explain distributive education to the parents. Should be signed, returned and made part of the permanent record.
   See Form #3 for sample.

4. Card of Introduction

   Very useful in introducing students to a prospective training station.
   See Form #4 for sample.

5. Cooperative Training Agreement

   Four-way agreement between the student, the training station, the coordinator and the parent. When signed, everyone is aware of his responsibilities.

   The objectives in Distributive Education are designed to benefit the student and the training sponsor. With these objectives in mind the following agreement is entered into by the student, his parents, the training sponsor and the school. Signatures affixed to this agreement will indicate that each has been informed and agrees to his responsibilities.
   See Form #5 for sample.

6. School Roster

   To locate the students away from D. E. class.
   See Form #6 for sample.

7. Planned Working Hours

   Advance schedule of working hours.
   See Form #7 for sample.

8. Time and Earnings Report

   Hours worked and the gross wages are necessary for Federal and State reports. Suggested daily summary of hours is included.
   See Form #8 for sample.

9. Student Record of Time and Earnings

   Cumulative record on the student and should be made out from the above form.
   See Form #9 for sample.

10. Distributive Education Code of Ethics

    Should clear up many questions for students. This form may need to be changed for certain areas.
    See Form #10 for sample.*

11. Rating Sheet of Distributive Education Students

    Quick check of the student's progress at the training station. It may be used as often as you like.
    See Form #11 for sample.

12. Preliminary Training Plan

    Another good form to have. Sets up the student's objective in training plan format.
    See Form #12 for sample.

* This form should be approved by the school administration and duplicates be given to the administrator and student.

Sample Form #1

APPLICATION BLANK FOR DISTRIBUTIVE EDUCATION *DE-1*

NAME _____ Height___ft.___ Weight_____
Date of birth _____ Sex_____Car available____yes____no
_____
Previous work experience _____ Kind of work experience _____
_____
Condition of your health: Good___ Fair___ Poor___
Do you have any defects in: Sight___ Hearing___ Speech___ Limb___ Body___
Other _____
Indicate precautions necessary due to any above named defects:
_____
How many times have you been absent from school this year?_____ Late?_____
If absent over 5 times, give reasons: _____
How do you consider your record as a student:
Excellent____ Above Average____ Average____ Below Average____
Why are you enrolling for this course? _____
_____
What type of job are you interested in (selling or non-selling)? _____
_____
What do your parents say about your taking this course? _____
_____

PLACE A CHECK MARK BEFORE SUBJECTS YOU HAVE TAKEN IN HIGH SCHOOL

( ) Introduction to Business
( ) Typewriting (No. of Sem.___)
( ) Business Law
( ) Salesmanship
( ) Record-Keeping
( ) Bookkeeping
( ) Accounting
( ) Art (No. of Courses___)
( ) Homemaking (No. of Courses___)
( ) Speech

Other subjects related to your field of interest: _____

GIVE YOUR PRESENT CLASS SCHEDULE

Period	*Room*	*Subject*	*Teacher*
1	____	_____	_____
2	____	_____	_____
3	____	_____	_____
4	____	_____	_____
5	____	_____	_____
6	____	_____	_____
7	____	_____	_____
8	____	_____	_____

Homeroom_____ Guidance Counselor _____

I PROMISE that if I qualify for this course in Distributive Education I shall accept whatever responsibilities are placed before me. I shall perform my job in a manner that will do honor to both my school and to myself.

DATE _____ SIGNATURE _____

Sample Form #2

PERSONAL INTEREST SHEET

NAME _____ Phone _____
Address _____ City _____
Place of birth _____ Date _____
*Father _____ Age _____
*Mother _____ Age _____
Father and mother are: ___Living together; ___Separated; ___Father deceased; ___Mother deceased;
___Father remarried; ___Mother remarried.
*Father's occupation _____ Employed by _____
*Mother's occupation _____ Employed by _____
Do you like to be with other people: ___younger; ___older; ___same age
In-school organizations you belong to _____
Offices you have held _____
Out-of-school organizations you belong to _____
Offices you have held _____
Can you type____ How fast____wpm Business machines you can operate are: _____
_____
What foreign language can you speak _____ Understand _____
H. S. subject you have enjoyed most _____ Least _____
Sports you enjoy watching _____
Sports you enjoy playing _____
Do you like to: ___go on picnics; ___dance; ___roller skate; ___ice skate; ___bowl
Other activities enjoyed _____
What are your hobbies _____
Do you have a driver's license? _____
Do you (yourself) own a car ____ or have one available for use ____
Do you carry insurance ____ How much do you contribute to your support: $_____
Is it a necessity that you work ____ Why _____
In what occupation do you wish to earn your living after you have completed high school _____
_____
Will you go to college ____ What college _____
What part of college expenses will you have to pay _____

LIST ALL WORK EXPERIENCE YOU HAVE HAD FOR WHICH YOU RECEIVED A WAGE
(List last employment first)

WHERE EMPLOYED (name of company)	*TYPE OF WORK*	*DATES OF EMPLOYMENT* (from)	(to)

* If step-father or step-mother, please indicate by writing "step" where it applies.

Sample Form #3

PARENT CONSENT LETTER

Dear Parent:

Your ( ) has been selected on the basis of school records, interests, and personality as being eligible to enter our program in Distributive Education. This is specialized training for those interested in marketing, management and merchandising. This course is operated on a cooperative part-time basis; ( ) will attend school in the morning and work in the afternoon, and/or evenings. The instructor visits the employment station in order to observe on the job training.

Through the cooperation of businessmen in this community, the students work under supervision at least fifteen hours a week in a regular paid position, usually in a store or other business establishment. The exact hours of employment depend on the business's needs. ( ) will receive legal wages commensurate for the job.

School credit toward graduation will be given for the part-time work experience and ( ) will receive a high school diploma. ( ) has expressed interest and desire in this program.

If you are willing for ( ) to enter this course, please sign the space provided below.

Sincerely yours,

William Jones, *Coordinator*
Distributive Education

Approved by _____
(Parents' Signature)

Student's data:
Type of job desired _____

Sample Form #4

CARD OF INTRODUCTION gives the student the details of when and to whom to report and tells the employer the purpose of the student's call.

This card should be given to the student after the teacher has arranged the interview with the employer.

**Note:* The lines following the word "To" should include name and address of employer and time for the interview.

CARD OF INTRODUCTION

TO .....

THIS WILL INTRODUCE ..... FROM .....
IN REFERENCE TO .....

REFERRED BY .....

Signature .....

Title .....

Sample Form #5

COOPERATIVE TRAINING AGREEMENT

THE EMPLOYER AGREES TO ITEMS CHECKED BELOW:

____ To provide the student with opportunities to learn how to do well as many jobs as possible.

____ To coach the student in the ways which he has found desirable in doing his work and handling his problems.

____ To help the teacher make an honest appraisal of the student's performance on the job at the end of specific periods agreed upon.

____ To avoid subjecting the student to unnecessary or unusual hazards.

____ To notify the parent and the school immediately in case of accident, sickness, or any other serious problem which arises.

____ To permit and expect the teacher to confer with the student for a reasonable period of time on supervisory visits to the business.

____ Other: _____

_____

THE STUDENT AGREES TO ITEMS CHECKED BELOW:

____ To do an honest day's work according to his age and ability, recognizing that the employer must profit from his labor to justify hiring him.

____ To keep the employer's interest in mind and be punctual, dependable, and loyal. (This includes ample advance notice of not being able to attend work and never going to work when not attending a regular day of school except on vacations).

____ To follow instruction, avoid unsafe acts, and be alert to unsafe conditions.

____ To be courteous and considerate of the employer, co-workers, and others.

____ To keep such records of his work experience and to make such reports as required by the school.

____ Other: _____

THE INSTRUCTOR, IN BEHALF OF THE SCHOOL, AGREES TO ITEMS CHECKED BELOW:

____ To visit the student on the job at frequent intervals for the purpose of instruction and to insure that he gets the most out of his experience.

____ To show discretion at the time and circumstance of these visits, especially during emergency periods, when work is pressing.

____ To remember that much of the information gathered at the business is confidential.

____ To avoid incurring any personal obligations to employers.

____ Other: _____

____ To assist in promoting the value of the student's experience by cooperating with the employer and the teacher.

____ To satisfy himself in regard to the working conditions made available to the student.

____ Other: _____

ALL PARTIES AGREE TO ITEMS CHECKED BELOW:

____ That the initial ten working days be regarded as a trial period to allow the student time to adjust and prove himself.

____ This memorandum may be terminated at any time after the trial period for cause by either party after due notice. However, both parties should first consult the instructor.

____ Other: _____

Sample Form #5 Continued

STUDENT _____ EMPLOYER _____

Address _____ Tel. No._____ Address _____

Tel. No. _____

PARENT _____ INSTRUCTOR _____

Address _____ Tel. No. _____ Address _____

Tel. No. _____ Home Phone _____ Office _____ Home Phone _____

School _____

NOTE: Teacher-coordinator should use discretion when using this form.

Sample Form #6

SCHOOL ROSTER

This form should be completed by all prospective distributive education students when they make application for entrance into the program. This will enable the coordinator to easily contact the student should the need arise.

Last Name	First Name	School	Home Room Number

DAY	1	2	3	4	5	6	7	8
MONDAY								
TUESDAY								
WEDNESDAY								
THURSDAY								
FRIDAY								

Sample Form #7

PLANNED WORKING HOURS REPORT

This form should be complete prior to the actual week the student works. This will aid the teacher-coordinator in planning his schedule of visitation.

Name of Student _____

Employer _____ Business Address _____

_____

Student's Immediate Supervisor _____

Week of _____ 19_____

DAY	ACTUAL WORKING HOURS (PLANNED)				TOTAL HOURS PER DAY	DEPARTMENT WORKED
	FROM	TO	FROM	TO		
MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						
SATURDAY						
SUNDAY						
TOTAL HOURS FOR WEEK						

Sample Form #8

TIME AND EARNINGS REPORT

Students must make a weekly report of their attendance and earnings. These slips should be filled by the teacher for State reports.

Last name	First name	Initial	Training Station

TIME REPORT FOR WEEK ENDING _____/ _____/ _____19_____

DAY	ACTUAL WORKING HOURS				TOTAL HOURS PER DAY	DEPT. WORKED
	FROM	TO	FROM	TO		
MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						
SATURDAY						
SUNDAY						
TOTAL HOURS FOR WEEK						

Sample Form #9

STUDENT'S RECORD OF TIME AND EARNINGS

STUDENT EARNINGS
(TO BE FILLED OUT BY STUDENT AND GIVEN TO TEACHER EACH WEEK)

WEEK ENDING _____, 19____

GROSS EARNINGS

TOTAL DEDUCTIONS

NET EARNINGS ("TAKE HOME PAY")

DEDUCTIONS

FEDERAL INCOME TAX	SOCIAL SECURITY	WAGE TAX	OTHER DEDUCTIONS (SPECIFY) UNION DUES, BONDS, INSURANCE, ETC.

Sample Form #10

DISTRIBUTIVE EDUCATION CODE OF ETHICS

The Cooperative Distributive Education Program has been discussed with me by the Distributive Education Coordinator, and I understand that through enrollment in this program:

1. I am to receive training on the job in which I have an interest and ability.

2. I am not guaranteed a job and neither am I assigned to a job. The employer and I will discuss possible employment at the time of the job interview.

3. I am to be paid the going wage rate for my part time work, which will not be less than the legally established rate set by the law. Furthermore, I shall have my working papers if needed and Social Security card with me at the time I discuss employment with the employer.

4. I can *not* expect to go to my job if I am absent from school on the same day of a regular school day.

5. I am to have a combined school-work week which does not impair my health and/or my studies. I should be on the job a *minimum* of *15* hours a week for the full school year.

6. I must be present and on time each day—both in school and on the job.

7. I will, without fail, keep the Coordinator informed of any problems, changes in schedule or problem that may confront me on the job or in school.

8. I will be dropped from the work experience part of the Distributive Education Program and will lose course credit if I am discharged for such causes as theft of money or merchandise, or any other serious infraction of employment regulations.

9. I will be dropped from the work experience part of the Distributive Education Program if I leave my employment without consent of the Coordinator.

10. I will notify my employer *as far in advance as possible* (usually before 10:00 A.M.) if I am unable to report to work.

11. I understand that my employer will rate my work from time to time and will discuss my progress with the Coordinator. The grade for my work experience will be based on the ratings and interviews.

12. I have been informed of the duties and responsibilities connected with my job, and *in accepting it, I have done so on my own accord.*

13. I will, at all times, conform to all rules and regulations of my instructor, and my employer, and will discharge my duties to the best of my ability.

"I HAVE READ AND AGREE TO THE CODE OF ETHICS SET FORTH FOR THIS DISTRIBUTIVE EDUCATION PROGRAM"

Date _____ Student's Signature _____

Read by parents, please sign _____

Sample Form #11

RATING SHEET OF DISTRIBUTIVE EDUCATION STUDENTS

STUDENT _____ TERM _____

STORE _____ YEAR _____

SIGNATURE OF RATER _____ DATE _____

QUALITIES	EXPLANATION	UNSATIS-FACTORY	SATIS-FACTORY	ABOVE AVERAGE	OUT-STANDING
Appearance	Grooming				
	Poise				
Mental alertness and force	Alertness in grasping instructions				
	Force in carrying out instructions				
Cooperation	With executives				
	With co-workers				
Initiative	Readiness to assume responsibility				
	Readiness to do extra work				
Performance	Quality of work—including accuracy				
	Quality of work—production				
Attitudes	Tact and Courtesy				
	Enthusiasm for Job				
Attendance	Regularity			XXX	XXX
	Punctuality			XXX	XXX

REMARKS: Include comments on the above ratings and suggestions as to how student may improve

Sample Form #12

PRELIMINARY TRAINING PLAN

Section I

Distributive Education Training Plan for Larry C. Craver — Date: September 23, 19__

Position: Salesman — Firm: The Varsity Shoppe

Sponsor: Mr. Ray E. East — Program: D.E. II

Section II

Student's Career Objective: To own his own men's shop (clothing)

Section III

General Experiences:

1. Selling
2. Customer Service
3. Stock Control
4. Buying
5. Display
6. Office Management
7. Fitting
8. Advertising
9. Inventory
10. Store Care

Section IV

Breakdown of Experiences:

AREA	INITIAL OF SPONSOR WHEN ACCOMPLISHED
1. Selling	
a. customer contact	
b. sales demonstration	
c. suggestion selling	
d. sales personality	
e. (add new experiences)	
f.	
2. Customer Service	
a. questions	
b. complaints	
c. delivery	
d. telephone orders	
e.	
f.	
3. Stock Control	
a. receiving	
b. coding	
c. marking	
d.	
e.	

Sample Form #12 Continued

AREA	INITIAL OF SPONSOR WHEN ACCOMPLISHED
4. Buying	
a. assist buyer	
b. confer with salesmen	
c. observation	
d.	
5. Display	
a. change counter	
b. change window	
c. change showcase	
d.	
6. Office Management	
a. receive credit application	
b. send out orders	
c. post bills	
d. handle cash	
e.	
7. Fitting	
a. measure customer	
b. use of chalk	
c. alterations	
d.	
8. Advertising	
a. assist in ad layout	
b. take ad to newspaper	
c. write copy	
d. check results	
e.	
9. Inventory	
a. mark goods	
b. counting and posting	
c.	
10. Store Care	
a. sweep and dust	
b. glass cleaning	
c. trash	
d.	
e.	

SECTION XIV

DISTRIBUTIVE EDUCATION (DISTRIBUTION AND MARKETING) GUIDE 04.00 00

Distributive education (distribution and marketing) includes various combinations of subject matter and learning experiences related to the performance of activities that direct the flow of goods and services, including their appropriate utilization, from the producer to the consumer or user. These activities include buying, selling, transportation, storage, marketing research and communications, marketing finance, and risk management.

Distributive education is a program of occupational instruction in the field of *distribution and marketing*. It is designed to prepare individuals to enter, to progress, or to improve competencies in distributive occupations. Emphasis is placed on the development of attitudes, skills and understandings related to marketing, merchandising, and management. Instruction is offered at the secondary, post-secondary, and adult education levels. Distributive occupations are found in such businesses as retail and wholesale trade; finance, insurance and real estate; services and service trades; manufacturing; transportation and utilities; and communications.

01 01 *Advertising Services*—Organized subject matter and learning experiences related to the tasks performed by distributive employees and management in demand creation, planning, placement, and evaluation of sales promotion activities utilizing merchandising aids and mass media.

01 02 *Apparel and Accessories*—Organized subject matter and learning experiences related to the variety of sales, fashion, and sales-supporting tasks performed by employees and management in establishments primarily engaged in selling clothing of all kinds and related articles for personal wear and adornment.

01 03 *Automotive and Petroleum*—Organized subject matter and learning experiences related to the variety of sales and sales-supporting tasks performed by employees and management in retail or wholesale establishments engaged in the distribution of cars and trucks, automotive parts, accessories and equipment, or gasoline and petroleum products.

01 04 *Finance and Credit*—Organized subject matter and learning experiences related to the tasks performed by distributive employees and management of institutions engaged in deposit banking or closely related functions, extending credit in the form of loans, services allied with the exchange of securities and commodities, or consumer credit and collections.

01 05 *Food Distribution*—Organized subject matter and learning experiences related to the variety of sales and sales-supporting tasks performed by employees and management in establishments primarily engaged in selling food for home preparation and consumption or selling a general or commodity line of food products at wholesale.

01 06 *Food Services*—Organized subject matter and learning experiences related to the sales and merchandising tasks performed by employees and management in establishments serving prepared foods and drinks for consumption on their own premises or at a place designated by the customer.

01 07 *Foreign Trade (International Trade)*—Organized subject matter and learning experiences related to the tasks performed by distributive employees and management in export sales, trade controls, foreign operations and attitudes, and monetary problems and other elements in international marketing.

01 08 *General Merchandise*—Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by retail employees and management

engaged primarily in selling a variety of merchandise in department stores, junior department stores, mail-order houses, variety stores, general merchandise stores, discount stores, direct selling organizations or merchandise vending units.

01 09 *Hardware, Building Materials, Farm and Garden Supplies, and Equipment*—Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management in establishments engaged primarily in selling the basic lines of hardware, lumber, building materials, supplies and equipment for home construction, and farm and garden supplies and equipment at retail, at wholesale, or to contractors.

01 10 *Home Furnishings*—Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by employees and management in establishments engaged primarily in selling merchandise used in furnishing the home such as furniture, household appliances, floor coverings, draperies, and specialized lines of home furnishings.

01 11 *Hotel and Lodging*—Organized subject matter and learning experiences related to the tasks performed by distributive personnel and management in establishments providing lodging or lodging and meals or other tourist services on a year-round or seasonal basis to the general public or to an organization's membership.

01 12 *Insurance*—Organized subject matter and learning experiences related to the tasks performed by sales and management personnel for insurance carriers of all types, or by agents representing carriers and brokers dealing in the sale or placement of insurance contracts with carriers.

01 13 *Management (General/Miscellaneous)*—Organized subject matter and learning experiences related to the tasks performed by owners, proprietors, and managers in organizing and operating a business enterprise, usually a retail or service trade firm, a wholesale firm, or an unincorporated business.

01 14 *Marketing (General)*—Organized subject matter and learning experiences related to the tasks performed by employees and management responsible for demand creation and a constant flow of goods and services to consumers and users at the rate of production.

01 15 *Mid-Management*—Organized subject matter and learning experiences related to the tasks performed by personnel who serve primarily in a liaison capacity between employees and management and have responsibility for the supervision of products and/or people.

01 16 *Real Estate*—Organized subject matter and learning experiences related to the sales, appraisal, and management tasks performed by real estate operators and owners and lessors of real property, as well as buyers, sellers, developers, agents, and brokers.

01 17 *Retailing (General/Miscellaneous) NEC*—Organized subject matter and learning experiences—not listed or classifiable in other major categories—related to the sales and sales-supporting tasks performed by employees and management of establishments engaged in selling merchandise purchased for resale to customers for personal, household, or farm use.

01 18 *Transportation*—Organized subject matter and learning experiences related to the physical distribution and the sales, storage and management tasks performed in enterprises engaging in passenger and freight transportation, public warehousing, and services incidental to transportation.

01 19 *Wholesaling (General/Miscellaneous)* NEC—Organized subject matter and learning experiences—not listed or classifiable in other major categories—related to the sales and sales-supporting tasks performed by employees and management of places of business engaged primarily in selling goods to retailers, to industrial, commercial, institutional, or professional users, or bringing buyer and seller together.

01 99 *Other Instructional Programs (Specify)*—Include here other organized subject matter content and learning experiences, not listed or classifiable above, emphasized in marketing functions performed by employees and/or managers of establishments engaged in selling products or providing services to individuals and business establishments.

SECTION XV

SELF-EVALUATION—THE PROGRAM AND THE TEACHER-COORDINATOR

A. *The Purpose of Self-Evaluation*

A systematic self-evaluation of both the coordinator and the program should focus attention on both good and bad practices so that the weaknesses can be eliminated and definite improvements can be made.

B. *The Need For Outside Opinion and Comparison*

In the constant process of self-evaluating a program, the coordinator must make a critical appraisal of himself, the students and the program. Since he should make relative comparisons with other established programs, it is recommended that the coordinator schedule visitations to see other programs in operation.

C. *Using PDE Criteria for Evaluation*

The coordinator should be able to judge the personal success of his own coordination efforts and that of his program by following this criteria. This form spells out the general standards and practices that are expected in any distributive education program.

DISTRIBUTIVE EDUCATION SELF-EVALUATION

Directions

** The items listed consist of general standards and practices that indicate good distributive education programs.
Please check the items as follows:

Check column 3 if you consider the item an excellent aspect of your program.
Check column 2 if you would consider the item as average.
Check column 1 if you feel this item is in need of improvement.

** If an item is not descriptive of your particular programs, mark it NA (not applicable).

** In the event an item needs qualification, enter an explanatory note in the space provided at the end of the section. If more space is needed, add additional sheets.

** List as many meaningful ideas as you can on the last page.

NAME OF SCHOOL _____

SCHOOL DISTRICT _____

ADDRESS _____

COUNTY _____

PHONE _____

TEACHER-COORDINATOR _____

DATE _____

A. PHILOSOPHY AND OBJECTIVES	3	2	1
1. Both the philosophy and objectives of distributive education are clearly defined and understood by the instructor and the pupils.	☐	☐	☐
2. A statement of objectives exists in written form for D. E.	☐	☐	☐
3. The instruction is planned and directed towards achieving defined objectives.	☐	☐	☐
4. The instruction contributes to the over-all objectives of the school.	☐	☐	☐
5. Periodic evaluations of the programs are made in terms of the stated objectives.	☐	☐	☐
6. Objectives are adjusted as changes occur in the community, the school, and educational theory.	☐	☐	☐
7. D. E. is available to all pupils who need and can profit by it.	☐	☐	☐
8. Local advisory committees serve to assist in the planning of programs and objectives.	☐	☐	☐
9. The local advistory committee has reviewed and approved written curriculum outlines.	☐	☐	☐
10. Agendas are retained showing work of the local advisory committee.	☐	☐	☐
11. There are course committees that assist in the development of curriculum unit guides.	☐	☐	☐
B. ADMINISTRATION AND SUPERVISION			
1. The optimal teaching load for a coordinator on an eight period school day is four periods of instruction, three periods of coordination and one preparation period.	☐	☐	☐
2. The administration actively encourages and supports in-service improvement of teachers.	☐	☐	☐
3. A planned supervisory program is functioning for the continuous improvement of instruction in D. E.	☐	☐	☐
4. The work experience program is carefully planned and is based on a memorandum of understanding.	☐	☐	☐
5. Complete reports of supervisory visits are available for review.	☐	☐	☐
6. Periodic program reviews of D. E. offerings are made by the professional staff.	☐	☐	☐
7. Provisions are made for instructional experimentation.	☐	☐	☐
8. If two or more teachers are in the department, one is appointed as department chairman.	☐	☐	☐
9. The department meets frequently to discuss problems of D. E.	☐	☐	☐
10. The professional staff and the administration functions cooperatively in selecting instructional materials, equipment and furniture.	☐	☐	☐
11. There are opportunities for teachers to visit other schools and participate in professional meetings.	☐	☐	☐
12. The administrator, supervisor, or department head sees that:			
a. Continuous follow-up is made of the graduates	☐	☐	☐
b. Periodic employment surveys are made to determine opportunities in distributive occupations	☐	☐	☐
c. Periodic business surveys are made to determine practices and equipment most appropriate for vocational training	☐	☐	☐
13. The D. E. department has a planned program to promote good public relations.	☐	☐	☐

	3	2	1
14. Information for the public is considered as a continuous and basic need.	☐	☐	☐
15. There is a separation of the high school D. E. program and the adult part-time program.	☐	☐	☐
C. TEACHER-COORDINATOR			
1. A competent and adequate professional D. E. staff is available.	☐	☐	☐
2. The staff is properly certificated and qualified for the subjects in D. E.	☐	☐	☐
3. The teacher has had successful and appropriate work experience within recent years.	☐	☐	☐
4. The teacher has received training in the modern methods of teaching D. E. subjects.	☐	☐	☐
5. The teacher has exhibited continued professional growth.	☐	☐	☐
6. The teacher is sensitive to the need for good community and school relations.	☐	☐	☐
7. The teacher is active in the in-service teacher training program.	☐	☐	☐
8. The teacher supports business, civic and educational organizations.	☐	☐	☐
9. The teacher has knowledge of laws and codes pertaining to occupations within his field.	☐	☐	☐
10. The teacher is properly groomed and appropriately dressed.	☐	☐	☐
11. The teacher believes in a balanced education between the academic and vocational subjects.	☐	☐	☐
12. The teacher promptly submits all State reports, correspondence, questionnaires and other forms.	☐	☐	☐
13. The teacher contributes articles to professional journals for publication.	☐	☐	☐
14. The teacher shows a sincere effort to consider the feelings of others.	☐	☐	☐
15. The teacher gives praise when it is due.	☐	☐	☐
16. The teacher carries out his professional responsibilities.	☐	☐	☐
17. The teacher cooperates with other D. E. personnel in an exchange of ideas and student employment opportunities.	☐	☐	☐
D. CURRICULUM			
1. Provides sufficient subject offerings organized sequentially to provide adequate preparation for pupils with a wide range of abilities.	☐	☐	☐
2. Is kept up-to-date by periodic revision of courses of study.	☐	☐	☐
3. Allows for experimentation by both the pupil and the teacher.	☐	☐	☐
4. If organized around the skills and knowledge required for successful entry and career employment.	☐	☐	☐
5. Shows evidence of adaptability to changing technological advances.	☐	☐	☐
6. The curriculum emphasizes the following areas:			
a. Marketing			
(1) Selling	☐	☐	☐
(2) Sales Promotion	☐	☐	☐
(3) Buying	☐	☐	☐
(4) Operations	☐	☐	☐
(5) Market Research	☐	☐	☐
(6) Management—policies, organization, personnel, financing	☐	☐	☐

	3	2	1
b. Product or Service Technology			
(1) Product Knowledge and Techniques	☐	☐	☐
(2) Service Knowledge and Techniques	☐	☐	☐
c. Social Skills			
(1) Business Social Skills	☐	☐	☐
(2) Ethics	☐	☐	☐
(3) Human Relations	☐	☐	☐
(4) Supervisory Skills and Leadership	☐	☐	☐
d. Basic Skills			
(1) Application of Mathematics	☐	☐	☐
(2) Application of Communications	☐	☐	☐
e. Distribution in the Economy			
(1) Channels of Distribution	☐	☐	☐
(2) Job Opportuniites in Distribution	☐	☐	☐
(3) Distribution in a Free Enterprise System	☐	☐	☐
7. Emphasizes the safety practices necessitated by working conditions in the vocation being studied.	☐	☐	☐
8. Provides a basis for post-secondary study.	☐	☐	☐
9. Is modified based upon studies of previous pupils, job opportunities, and business conditions.	☐	☐	☐
10. Is reviewed with advisory committees.	☐	☐	☐
11. Provides opportunities for occupational mix.	☐	☐	☐
12. Includes plans for a career conference or some other desirable career guidance activity.	☐	☐	☐
13. Provides an opportunity to participate in extra-curricular activities of the school.	☐	☐	☐
14. Provides for the co-curricular DECA program.	☐	☐	☐
15. Includes a DECA program that enhances the development of leadership abilities and a sense of individual responsibility through participation in local, State and National activities.	☐	☐	☐
E. INSTRUCTION			
1. Students should be assigned only projects that relate directly to the instructional program.	☐	☐	☐
2. Classroom practices and procedures reflect the philosophy of distributive education.	☐	☐	☐
3. The course of study is available and utilized by both the instructor and pupils.	☐	☐	☐
4. The course of study provides for a sequential development of skills.	☐	☐	☐
5. Attention is given to the special needs of individual pupils.	☐	☐	☐
6. Classroom instruction is adjusted to individual rates of learning.	☐	☐	☐
7. Individual and remedial instruction is given as necessary.	☐	☐	☐
8. Classroom theory is related to on-the-job training.	☐	☐	☐
9. Instruction is adapted to new advances in methods of teaching and changing technology.	☐	☐	☐
10. An effort is made to provide instruction directly related to each student's work experience.	☐	☐	☐
11. Pupils are reasonably conversant in business terminology.	☐	☐	☐
12. The instructor attempts to develop in the pupil a working knowledge of related occupations.	☐	☐	☐

	3	2	1
13. Laboratory management approximates conditions found in business.	☐	☐	☐
14. Instruction is conducted at all times with regard for pupil health and safety.	☐	☐	☐
15. The instructor utilizes the community resources as a part of his instructional program.	☐	☐	☐
16. The instructor carefully plans and prepares his daily and long range lessons.	☐	☐	☐
17. A regular testing program is an integral part of the program and covers theory and practicum.	☐	☐	☐
18. Pupil achievement records are kept current.	☐	☐	☐
19. Standards of performance acceptable in business are required of the pupil whenever feasible.	☐	☐	☐
20. The teacher utilizes a variety of techniques in his instruction.	☐	☐	☐
21. Outside preparation, such as reading assignments, reports, questions, etc. is a normal expectation of the pupil in the program.	☐	☐	☐
22. Adequate instructional materials and equipment are available and utilized and may include:			
a. Current trade and industrial journals and newspapers	☐	☐	☐
b. Business firm publications	☐	☐	☐
c. Instructional manuals	☐	☐	☐
d. Pamphlets and handbooks	☐	☐	☐
e. Study guides	☐	☐	☐
f. Specialized drills	☐	☐	☐
g. Courses of study	☐	☐	☐
h. Bulletin board display materials	☐	☐	☐
i. Basic texts and supplemental references	☐	☐	☐
j. Audio-visual materials	☐	☐	☐
k. Occupational monographs	☐	☐	☐
23. The administrator communicates with the teacher regarding state and federal regulations, pertaining to distributive education.	☐	☐	☐
24. The pupil has opportunity to survey an area of work related to his career objectives.	☐	☐	☐
25. Each student must have a career objective in marketing and distribution.	☐	☐	☐
26. Individualized and group instruction is utilized.	☐	☐	☐
27. Individual instruction is based upon the written career objectives of the student.	☐	☐	☐
28. Instruction includes basic concepts for all pupils in addition to specific instruction related to the student's occupational specialization.	☐	☐	☐
29. An individual pupil project and research approach is used as a basic instruction method on the individual level.	☐	☐	☐
30. Improvement of customer services through stressing new methods and merchandising knowledge is an accepted part of the teaching program.	☐	☐	☐
31. The place of the worker in his relationship to his department and store organization is stressed in the instructional program.	☐	☐	☐
32. The importance of certain occupational skills and qualifications is emphasized in the instructional program.	☐	☐	☐
33. There is a vocational career guidance unit which is related to recruitment, selection, placement, promotion and work experience patterns for prospective distributive education students.	☐	☐	☐

	3	2	1
34. The participation activities, as they apply to the project method, are carefully planned as part of the instructional program especially during the first year of student exposure.	☐	☐	☐
35. The content of the program of instruction is derived from the functions of marketing, merchandising and management in reference to the occupational objective of the pupil.	☐	☐	☐
36. The areas covered by group instruction are: (List below)			
37. The areas covered by individual instruction are: (List below)			
38. New business methods related to distributive education are emphasized.	☐	☐	☐
39. The importance of the guidance services are provided for the students of distributive education.	☐	☐	☐
40. Fully integrated guidance services are provided for the students of distributive education.	☐	☐	☐
41. The distributive education teacher does the work of placement, coordination and follow-up of distributive education pupils.	☐	☐	☐
42. U. S. and/or Pennsylvania State Employment office is a partner in student placement.	☐	☐	☐
43. Special activities related to distributive education program are: (List below) :			
44. Supervisors are available to help teachers prepare units and teach demonstration lessons.	☐	☐	☐
45. There exists a relationship between the high school program and specialized junior college and college programs of business administration and management.	☐	☐	☐
46. There is a student job instruction training outline for distributive education students.	☐	☐	☐
47. There is a curriculum guide for distributive education teachers.	☐	☐	☐
F. FACILITIES			
1. Lavatory, water fountains and waste units are conveniently accessible.	☐	☐	☐
2. Washing facilities are supplied with both hot and cold water, soap and towels.	☐	☐	☐
3. The distributive education classroom has:			
a. Adequate lighting	☐	☐	☐
b. Sufficient storage space for instruction materials, and supplies	☐	☐	☐
c. Filing facilities for teacher and pupil needs	☐	☐	☐
d. Equipment similar to that found in local marketing and distribution businesses	☐	☐	☐
e. Darkening facilities such as lightproof shades, venetian blinds or drapes	☐	☐	☐

	3	2	1
4. There is an adequate sales laboratory or school store facility available for distributive education activities. (Refer to Section VI)	☐	☐	☐
5. Approved, periodically checked fire extinguishers and other fire safety devices are provided as required.	☐	☐	☐
6. Appropriate first aid facilities and services are available.	☐	☐	☐
7. Visual control and supervision of all auxiliary instructional areas are possible for the sales laboratory instructor.	☐	☐	☐
8. The sales laboratory is suitably equipped for a distributive education program.	☐	☐	☐
9. The sales laboratory is well-planned and arranged for instructional purposes. The instructional arrangement simulates business practices.	☐	☐	☐
10. Ample storage is provided for a reserve supply of materials.	☐	☐	☐
11. A reference library of special reference materials is provided.	☐	☐	☐
12. Aisles permit the free flow of traffic.	☐	☐	☐
13. Spacing between equipment is adequate.	☐	☐	☐
14. Refuse receptacles of appropriate size and type are in strategic locations.	☐	☐	☐
15. Provisions are made for the use of visual aids.	☐	☐	☐
16. Instructional supplies are adequate and necessary supplies are obtained when needed.	☐	☐	☐
17. Adequate facilities are available in the sales laboratory for the program of instruction.	☐	☐	☐
18. Duplicating center is provided.	☐	☐	☐

G. CLASSROOM-LABORATORY MANAGEMENT

1. The teacher considers the size of the classroom or laboratory, the facilities and equipment adequate for the program of instruction.	☐	☐	☐
2. The classroom or laboratory is orderly, attractive and provides an example of good housekeeping to the pupils.	☐	☐	☐
3. Equipment is logically arranged; with consideration given to such factors as function, class control and safety.	☐	☐	☐
4. The arrangement of equipment allows for a logical flow of work.	☐	☐	☐
5. The arrangement of equipment provides for adequate aisle space.	☐	☐	☐
6. Illumination is satisfactory throughout the classroom and laboratory.	☐	☐	☐
7. Equipment and supplies are stored in a systematic, orderly manner, based upon frequency of usage.	☐	☐	☐
8. Adequate washing facilities are available within the distributive education area.	☐	☐	☐
9. Storage is provided for pupils' books, clothing and work.	☐	☐	☐
10. Methods of classroom or laboratory are based upon sound educational principles and wherever possible, upon those methods most frequently found in business situations.	☐	☐	☐
11. Equipment is maintained in good working order.	☐	☐	☐
12. Records show periodic checking and maintenance of equipment.	☐	☐	☐
13. Pupils show an active and sustained interest in their work.	☐	☐	☐

	3	2	1
14. Pupil conduct is orderly and self disciplined.	☐	☐	☐
15. All pupils are occupied at a definite assignment.	☐	☐	☐
16. Suitable space is allotted for the instructor's headquarters.	☐	☐	☐
17. The instructor has an adequate view of all classroom or laboratory areas under his jurisdiction.	☐	☐	☐
18. The number of work stations is adequate for the pupil enrollment.	☐	☐	☐
19. Sufficient space is available for the number of pupils in the classroom.	☐	☐	☐
20. Obsolete equipment is replaced on a definite schedule.	☐	☐	☐
21. Adequate facilities are provided for storage and disposal of flammable and non-flammable materials.	☐	☐	☐
22. Stimulating appropriate visuals are effectively displayed in the classroom and laboratory.	☐	☐	☐

H. EVALUATION

1. The teacher maintains records of pupil progress.	☐	☐	☐
2. Pupils participate in self-evaluation of their own work.	☐	☐	☐
3. Objective techniques based upon business standards are used to evaluate the work of the pupils.	☐	☐	☐
4. An analysis of test results to measure understanding and actual performance is utilized to plan future instruction.	☐	☐	☐
5. Pupil aptitude and abilities are considered in evaluation.	☐	☐	☐
6. Evaluation is an integral part of the instructional program.	☐	☐	☐
7. Pupil and program evaluation is a continuous process.	☐	☐	☐
8. Records of progress are kept for each individual student, and are used as a basis for guidance and placement, job assignments and grading.	☐	☐	☐
9. Follow-up records of graduates are available.	☐	☐	☐
10. Follow-up data of graduates is used to make necessary revisions in the program.	☐	☐	☐
11. Advisory committees are consulted for purposes of evaluating and improving the program.	☐	☐	☐
12. Administrative, supervisory, and instructional staffs periodically meet to examine and discuss the total vocational-technical educational program.	☐	☐	☐
13. *Recommendations from previous evaluations have been implemented.*	☐	☐	☐

I. SUMMARY

1. What do you feel are the strongest aspects of your particular program?

2. What aspects of your program are in need of improvement?

SECTION XVI

THE IMPLEMENTATION OF THE STATE PLAN FOR DISTRIBUTIVE EDUCATION COORDINATORS

A. Current State Plan

In May 1966, a manual entitled "State-Local Plan for Administration of Distributive Education" was issued by the Commonwealth of Pennsylvania in which the coordinator will find the legal basis for his distributive education program. This information is enumerated below.

1. Age Eligibility

Reimbursement may be provided for distributive education classes for students over 14 years of age who are about to enter or preparing to enter the field of distribution.

2. General Areas of Employment

The general area of employment in the work experience program of distributive education specifies that the distributive occupation must be identified with occupations that are primarily engaged in the marketing or merchandising of goods and services.

3. Specific Areas of Employment—Retailing

A majority of the distributive occupations are found in the retail area, but the coordinator is by no means limited to the retail training stations. The State Plan states: "Retailing is identified with anyone, regardless of what he calls himself, who sells a product to the ultimate consumer." It further classifies and suggests some of the many distributive occupational classifications: salespeople, cashiers, produce clerks, waitresses, display men, credit authorizers, interior decorators and stock clerks. There are literally hundreds of job classifications in retail department stores.

4. Other Specific Areas of Employment—Wholesaling

The State Plan identifies wholesaling "with anyone, regardless of what he calls himself, who sells products to those whose purpose is to resell them in one form or another." Some of the eligible jobs for distributive education students in wholesaling are: selling, shipping, receiving, stock work and delivery. The wholesale businesses that are most conductive to opportunities for distributive education students are in such businesses as drug, chemical, grocery, raw material, hardware and automotive lines.

5. Other Specific Areas of Employment—Service

Another area that is developing and needs to be examined for possible job opportunities is the service area. The State Plan states that "the function of performing service is intangible in nature although direct benefits accrue to those consumers or business organizations purchasing the service." Some of the occupational classifications in this area are: salespeople, cashiers, desk clerks, service managers, tour directors, route salesmen, recreational personnel and insurance adjustors. The level of job opportunity here is contingent upon the degree of responsibility required and the ability of the student to successfully cope with the demands of the jobs.

6. Other Specific Area of Employment—Warehousing

7. The High School Program Explained—Plan of Operation

The high school cooperative program is specifically designed as one which emphasizes preparatory instruction. This is interpreted as "preparatory to regular employment" and includes the use of both the project method and cooperative work experience programs.

8. Career Objective Requirement

The State Plan clearly states that each student should have a career objective in writing and, as a matter of record, a copy of this in the coordinator's files. This objective may be either a specific occupation or a cluster of closely related occupations in a field related to distributive education.

9. Minimum Requirements for Reimbursable Program

The State Plan states that for students enrolling in distributive education during the 11th grade, one (1) unit (Carnegie) of vocational distributive education is required. For students enrolling in distributive education during the 12th grade, one (1) unit of vocational distributive education is required. For those who have previously completed at least one (1) unit of vocational distributive education or for those with no prior distributive education units, two (2) units in the 12th grade of vocational distributive education are required. For

those who have previously completed two (2) units of another vocational program in a related field, one (1) unit of vocational distributive education is required. For purposes of reimbursement, no student is to be reported more than once if he is enrolled in two (2) vocational programs at the same time.

All students enrolled under the distributive education cooperative program during the 12th year should be legally employed the equivalent of an average of fifteen (15) hours a week during the school year. Traditionally, distributive education student-learners have been released on school time to obtain on-the-job experience. In many communities, this practice will continue with the pupils attending classes in the forenoon and reporting to their training stations in the afternoon. Experience has shown that this program structure is conducive to good vocational training and is within the intent of reimbursement. In any distributive education cooperative program that is being reimbursed, the distributive education teacher-coordinator is expected to teach only distributive education subjects. The standard unit noted above, constitutes satisfactory work in a major subject of not less than 120 (60 minute) hours.

10. The Ideal Situation for a First Year Program

The first year students in distributive education are prepared for their initial jobs in the field of distribution through classroom instruction and meaningful project activities which may include some weekend or holiday employment, whenever possible. This prepares the second year distributive education student for gainful on-the-job experience and to relate this to the classroom instruction. The effective distributive education co-op program should maintain an enrollment of 20 students. In those communities where employment opportunities are extremely limited or non-existent, the second year student may be taught on a non-work experience basis with the continuation of project activities.

11. Reimbursement for Distributive Education Programs, Research or Pilot Programs

The local education agency shall elect the method of operation which best meets the needs of the local community and the student body after consultation and approval from a representative of distributive education from the Department of Education. This representative will supply the application forms necessary to operate a reimbursable program of distributive education and also any pilot or research program that may be instituted. In this latter context, the coordinator should note the needs of the students in order to implement cooperative programs for disadvantaged youths and other youths with special needs.

To contact representatives, write or call the State Supervisor or the State Advisor of Distributive Education, Department of Education, Harrisburg, Pennsylvania, 17126; the Teacher-Educator or University Field Supervisors of Distributive Education at the University of Pittsburgh, Temple University or Indiana University. Research, experimental, developmental and pilot programs may be reimbursed up to 100% depending on the merits of the particular proposal. These are projects other than college training programs which involve the development of plans, methods and curriculum studies to develop, improve or expand vocational education including distributive education.

Experimental programs are being operated throughout the country for youths who cannot succeed in the regular distributive education program.

There are experimental high school programs training handicapped students for positions or responsibilities in hospitality industries. Students are placed in hotels, motels, and restaurants where their handicap is not detrimental to the efficiency of the business operation.

Experimental programs are being operated for junior high school pupils 16 years of age or over who are considered potential drop-outs because of their grade placements. A determination is made of the places in distribution where the students will likely obtain gainful employment and then their curriculum is so structured to meet their needs.

Different approaches for helping employable students with distributive career objectives who have special needs (physically and mentally handicapped, disadvantaged, etc.) should be developed by the distributive education coordinator.

Complete details of reimbursement for all programs will be defined by the State Supervisor of Distributive Education during the in-service training conferences and the summer workshop programs.

12. Length of Employment of Coordinator

The employment of the teacher-coordinator for a minimum of one month more than the regular school year is recommended for other than a 12 month program. This provides an opportunity for proper placement and coordination of the cooperative distributive education students for the planning of preparatory distributive education classes, for visiting the homes of the students to again outline the parents' responsibilities, for preparing and revising the curriculum and for attending in-service

workshops and official conferences such as an advisory board meeting.

13. Other Obligations of Coordinator

The teacher-coordinator is required to provide the leadership and supervision necessary to develop and maintain the total local program of distributive education. In addition, the activities shall include: the initiation, organization, promotion, direction and supervision of the secondary and/or the post-secondary school and adult programs.

14. Legal Status of DECA

The Distributive Education Clubs of America, otherwise known as DECA, is an organization whose program and leadership are designed for students enrolled in distributive education.

DECA is co-curricular and therefore should be a part of every distributive education activity. Any student enrolled in any distributive education instructional program is eligible for membership in the local DECA Chapter, as well as the Regional, State and National DECA organizations. Each chapter elects its own student officers and the distributive education teacher-coordinator serves as Chapter Advisor. All chapters within a state comprise a State Association of DECA which is under the leadership of the State DECA Adviser. National DECA is composed of state associations. Student delegates elected by each state in turn elect the national officers.

The Pennsylvania Association of DECA has a Board of Trustees, comprised of teacher-coordinators and the DECA State Advisor, that determines the policy for the club in the State. This Board of Trustees has a written constitution which is available upon request from the State DECA Advisor or State Supervisor. The DECA activities that have become a tradition are: election of State DECA officers, State Leadership Conference, Governor's Proclamation of DECA Week, State Officers' attendance at the North Atlantic Workshop Conference and the National Leadership Conference. Other activities that may be held are workshops within geographic regions of the State, Regional Conferences, and other meetings.

Each local program should organize, maintain, improve and conduct both youth and young adult DECA activities as a part of the vocational education program which complements the instruction offered. Teacher-coordinators should serve in an advisory capacity to their local DECA chapter.

DECA has the official sanction for contests and awards from the National Association of Secondary School Principals (NASSP).

15. Distributive Education Adult Extension

The Department of Education, Commonwealth of Pennsylvania, has several Field Supervisors of Adult Distributive Education on its staff. The Supervisors for the Eastern and Central sections of the state have their headquarters in the Distributive Education Department, Temple University, Philadelphia, Pennsylvania; and the supervisors for the Western section have their headquarters in the Distributive Education Department, University of Pittsburgh, Pittsburgh, Pennsylvania.

16. Assistance from Field Supervisors

The Field Supervisor is available to help coordinators and/or local business groups:

(a) Set up and conduct adult training programs for distributive workers throughout the state, especially in towns where there are no cooperative distributive education programs.

(b) Organize adult distributive education classes.

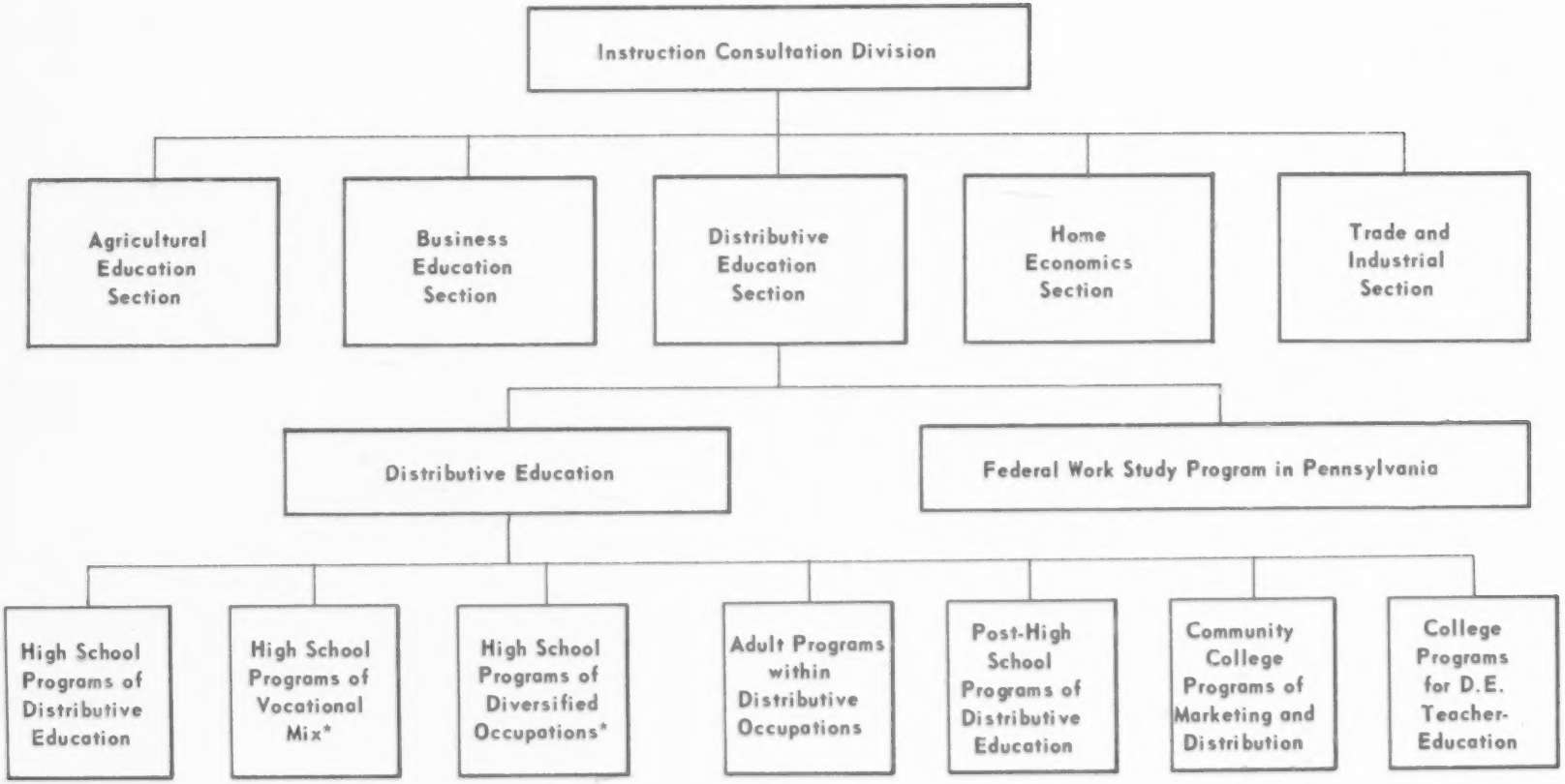
(c) Teach adult classes.

(d) Recruit business specialists as teachers for adult classes and coordinate and supervise these classes.

(e) Plan course outlines.

ORGANIZATIONAL CHART

Distributive Education Section
Instruction Consultation Division
Bureau of Vocational, Technical and Continuing Education
Office of Basic Education
Department of Education
Commonwealth of Pennsylvania


Instruction Consultation Division
Agricultural Education Section
Business Education Section
Distributive Education Section
Home Economics Section
Trade and Industrial Section
Distributive Education
Federal Work Study Program in Pennsylvania
High School Programs of Distributive Education
High School Programs of Vocational Mix*
High School Programs of Diversified Occupations*
Adult Programs within Distributive Occupations
Post-High School Programs of Distributive Education
Community College Programs of Marketing and Distribution
College Programs for D.E. Teacher-Education

*These programs are in conjunction with all five sections of the Instruction Consultation Division, but are administered by the distributive education section.

SECTION XVII

CERTIFICATION FOR DISTRIBUTIVE EDUCATION

A teacher-coordinator is defined as a person who has a combination of professional and technical background in the field of distribution.

Acceptance of distributive education by the public schools has been increasing to such an extent that the number of qualified teachers now working in this field is far too short of the number needed. Recognizing this fact, there has been a revision of the certification requirements for coordinators applying for positions in the Commonwealth of Pennsylvania.

A. Teacher-Coordinator of Distributive Education

1. The Interim Standard

a. This teaching certificate will be issued, on request of a county or district superintendent, for a period of twenty-four (24) calendar months, to applicant who has the following background and preparation:

(1) Graduation from an approved college or university.

(2) Satisfactory occupational experience in distribution. This evaluation will be made by professional teacher educators in the approved preparation institutions.

(3) Applicants who have had no approved professional training for, or experience in, teaching distributive subjects will be required to complete a ten (10) clock-hour non-credit course, approved by the Department of Education in methods of teaching distributive subjects, certified to by the county or district superintendent of schools.

(4) This certificate is not renewable.

2. The Standard Certificate

a. The Standard Certificate, valid for three (3) years, may be issued upon satisfactory completion of additional preparation including the following:

(1) Graduation from an approved college or university.

(2) Satisfactory occupational experience in distribution. This evaluation will be made by professional teacher educators in the approved preparation institutions.

(3) Six (6) semester hours in professional distributive education courses such as: Organization and Administration of Distributive Education, Problems of a Coordinator of Distributive Education, Methods and Materials in Curriculum Construction, and Methods of Teaching Adults Distributive Education.

(4) Six (6) semester hours in technical courses in the field of distribution such as: marketing, advertising, retailing, color, line and design, and economics.

b. The Standard Certification may be renewed for an additional period of three (3) years upon the request of the county or district superintendent, provided that the applicant has submitted evidence of having successfully completed six (6) semester hours of approved college work. The additional course work taken to renew the certificate may be used to satisfy the requirements for the permanent certificate.

c. The Standard Certificate will be made permanent upon satisfactory completion of additional preparation including the following:

(1) Six (6) semester hours of professional education outside the field of distributive education.

(2) Six (6) semester hours in professional distributive education courses.

(3) Six (6) semester hours in technical courses in the fields of distribution.

(4) Three (3) years of successful teaching experience as evidenced by superintendent's rating.

3. The Provisional College Certificate

a. The provisional college certificate will be issued to applicants who have met the basic requirements and have completed the general and professional education requirements or equivalent for a provisional college certificate and including or in addition—

(1) Twelve (12) semester hours in professional distributive education courses.

(2) Twelve (12) semester hours in technical distributive education courses.

(3) Satisfactory occupational experience in distribution. This evaluation will be made by

professional teacher educators in the approved preparation institutions.

4. Permanent College Certificate

a. Provisional College Certificates issued after October, 1959, shall require for validation for the permanent form of the certificate, the completion of 12 semester hours of post-baccalaureate work subsequent to the granting of the bachelor's degree, and three years of satisfactory teaching experience in the public schools or in other institutions as designated in the School Laws, Commonwealth of Pennsylvania.

b. Regulations—Courses taken to extend a College Provisional Certificate to include additional fields may be used to make the certificate permanent.

5. Supervisor of Distributive Education

a. Certificate to supervise the teaching of distributive education requires the following:

(1) At least two (2) years of satisfactory occupational experience in distribution.

(2) Two (2) years of full-time teaching experience as a teacher-coordinator or as an adult instructor in a reimbursed program of distributive education.

(3) Master's Degree in education or thirty (30) semester hours of approved graduate work with a major in distribution.

(4) Sixteen (16) semester hours in professional distributive education courses.

(5) Sixteen (16) semester hours in technical courses in the field of distribution.

6. Proposed New Regulation for Distributive Education Certification

a. Intern college certificates may be issued for any teaching area for which the Superintendent of Public Instruction issues a provisional college certificate that is normally earned at the undergraduate level.

b. The intern college certificate shall be issued at the request of the president or dean, or other appropriate official of a college or university, when the appropriate official declares that the applicant has been admitted to a program of teacher preparation approved by the Pennsylvania Department of Education, leading to a college provisional certificate.

c. The intern college certificate shall normally be valid for a period of three (3) years. It will be converted to the college provisional certificate when its holder has completed the approved program.

d. The intern college certificate may be terminated before the normal three year period of validity by a notification from the appropriate official of a preparing institution to the Department of Education, declaring that the intern has been officially dismissed from the approval program.

e. Persons who have held intern college certificates that have expired before the person completes the program for provisional college certification, and persons whose intern college certificates have been legally terminated, may neither receive another intern college certificate nor have the original intern college certificate extended or renewed.

7. Teacher of Adult Distributive Education Extension Classes

a. A certificate valid for secondary school teaching shall also be valid for adult education extension classes.

b. The adult extension certificate is valid for a three (3) year period, and on a state-wide basis, will be issued to applicants having the following qualifications:

(1) Six (6) years practical experience in occupation to be taught; or

(2) Graduation from an approved college or university, and two (2) years practical experience in the occupation to be taught; or

(3) Graduation from an approved secondary school and four (4) years practical experience in the occupation to be taught.

c. Applicants who have had no approved professional training for, or experience in, teaching distributive subjects will be required to complete a ten (10) clock-hour non-credit course, approved by the Department of Education, in methods of teaching distributive subjects, certified to by the county or district superintendents of schools.

d. This certificate is renewable for three-year periods.

SECTION XVIII

LAWS PERTAINING TO DISTRIBUTIVE EDUCATION

Working conditions and wages for the distributive education student are regulated by State and Federal labor laws. The stronger of the two laws supersedes.

Firms covered by state law are those not engaged in inter-state or foreign commerce and with sales of less than $500,000 a year. However, after February 1, 1969, only enterprises of less than $250,000 gross sales will be considered under State law.

No minor under 18 years of age shall be employed without an employment certificate which must be kept on file by the employer. General and Vocation Employment Certificates are issued by the school issuing officer.

A. Working Hours—Pennsylvania

1. Distributive education coop-male and female minors, 16 or 17 years old, may not work more than 8 hours daily or more than 44 hours per school week. This total does not include school hours.

2. Female minors (under 18 years of age) may not work before 6:00 a.m. nor after 9:00 p.m. (except distributive education students 16 and over may work until 10:00 p.m.).

3. Male students aged 16 and 17 may not work before 6:00 a.m. nor after 11:00 p.m. during the school term.

4. A 30 minute meal period is required after five (5) hours of work.

5. During school vacation, there is no night work limit for male students. There is no night work limit at any time for boys legally excused from school attendance.

B. Working Hours—Federal

1. The Federal Law sets a minimum age of 16 for general employment and 18 for work in jobs declared hazardous by the U. S. Secretary of Labor. By regulation of the Secretary, a 14 year minimum age is provided for employment outside school hours in such occupations as office and sales work with limitations as to daily, weekly, and night hours.

2. Full time school students 16 to 18 years old may not work more than 8 hours a day nor more than 40 hours a week when school is not in session. When school is in session, the above-mentioned may not work more than 24 hours a week. When a holiday falls on a school day, the weekly limit may be increased by 8 hours for each such day up to the 40 hour weekly maximum. The student may not work more than 6 days in a 7 day week.

C. Wages—Pennsylvania

1. All retail employees are subject to this 1961 law, as specified in "Minimum Wage Poster No. 4—Mercantile Occupations" effective October 15, 1962.

2. This provides a $1.15 minimum, straight-time hourly wage throughout the State.

3. A "learner" rate of $1.00 hourly may be paid for the first 200 hours in a ratio of no more than one learner to each four other persons, or fraction thereof, employed in the establishment. After 200 hours the student goes to the $1.15 rate. An employee enrolled in a distributive education program approved by the State Department of Education may be paid at said learner rate without such ratio limitation.

(Relation to Federal Standards—where a higher Federal minimum wage applies to employees in mercantile establishments subject to the Federal Wage-Hour law, the higher rate prevails.)

D. Wages—Federal

1. Since September 3, 1961, the law has applied to all employees of a retail "enterprise" (which could be made up of one store or any combination of warehouse, central office and stores) with an annual sales volume of one million dollars or more, excluding any unit which itself does less than $250,000. Enterprises with sales of at least $500,000 a year are covered. *After February 1, 1969,* all retail enterprises with sales of at least $250,000 a year will be covered.

2. The minimum hourly rate in previously covered stores (i.e. stores with an annual volume of $1,000,000 or more) is $1.60 per hour. The minimum hourly rate in newly-covered stores (i.e. stores with an annual volume of $500,000 or more) to all employees will be $1.00 per hour on February 1, 1967; $1.15 per hour on February 1, 1968; and $1.30 per hour on February 1, 1969; $1.45 per hour on February 1, 1970, and $1.60 per hour on February 1, 1971. The minimum hourly rate for stores which become covered in 1969 (i.e. with an annual volume

of $250,000 or more) will start on that date at $1.30 per hour, will increase to $1.45 on February 1, 1970, and to $1.60 per hour on February 1, 1971.

3. "Full-time students" attending either high school or college and also "student-learners" (such as distributive education students) may be paid a lesser rate. However, prior approval by Federal authorities is necessary in both cases.

Whenever the employment of a student learner at wages lower than the minimum wage is necessary, the employer must file an application for a special certificate. This application must be filed with the authorized representative of the Administrator at the appropriate Regional or Territorial Office of the Wage and Hour and Public Contracts Division, United States Department of Labor.

The special minimum wage rate shall be not less than 75 per cent of the applicable minimum rate. At this 75% rate, the student learner is not permitted to work more than 40 hours per week of combined hours of school and work.

E. Accident Coverage

Injuries to the student incurred on the job are covered by workmen's compensation, but injuries incurred traveling to and from work is not. School insurance policies are generally available for accident coverage for the students going to and from school, as well as to and from their distributive education jobs.

F. Car Liability Insurance

The liability coverage on a coordinator's car and students' cars used in conjunction with distributive education activities should be investigated. Many companies do not insure trips, conferences, etc., via the coordinator's or students' cars. It is suggested that an all inclusive rider or an endorsement be provided by the insurance company to give adequate protection to the coordinator for the use of his car and students for the use of their cars.

G. References

For further information, verification or latest material, contact the following:

State Laws:

Department of Labor and Industry
Harrisburg, Pennsylvania 17120
Ask for—Regulations Affecting Employment of Minors, 1965 Edition
Bureau of Employment Security
Pennsylvania
State Employment Service
(consult your local telephone directory for nearest office)

Federal Laws:

United States Department of Labor
Wage and Hour and Public Contracts Division
(consult your local telephone directory for nearest office)

Ask for—Interpretive Bulletin, Title 29, Part 779

1. "The Fair Labor Standards Act as Applied to Retailers of Goods or Services", WHPC Publication 1041, Reprinted June 1964.

2. "Handy Reference Guide to the Fair Labor Standards Act" as amended 1966, WHPC Publication 1159, October 1966.

3. "A Guide to Child Labor Provisions of the Fair Labor Standards Act" (Child Labor Bulletin No. 101), WHPC Publication 1150, Printed April 1966.

4. "Employment of Student-Learners". Regulations part 520, reprinted March 1964.

H. Other Related Laws

The aim of distributive education is to train students for full-time employment. As many of the government programs are seeking to do the same, it is advisable for distributive education coordinators to know of such programs.

Several recent acts of legislation clearly recognized the urgent need of our society to adopt a rapidly changing world. The Manpower Development and Training Act, the Vocational Education Act of 1963, and the Economic Opportunity Act are direct results of this recognition.

The Elementary and Secondary Education Act is in part an effort to prepare culturally deprived children for a world that no longer offers equal opportunity without equal education.

Following is a list of these programs with a short description of each:

1. Work Experience and Training

The distinguishing characteristic of Work Experience and Training is that it is social-services related and is the major anti-poverty training program focused on the entire family. A brief summary of the titles of the Economic Opportunity Act bill follows:

a. *Title I. Youth Program*

(1) *Job Corps*—administered by the Office of Economic Opportunity makes provision for coordinated programs of basic education, skill training and constructive work experience for young men and women ages 16 through 21. Write: Job Corps, Office of Economic Opportunity, Washington, D. C. 20506

(2) *Work Training Programs*—under this

part of the program, administered by the Department of Labor, unemployed young people ages 16 through 21 in and out of school will be given training in occupational skills and useful work experience on work projects in their home communities in order to increase their employability, or to assist them to continue, or resume their education. This is better known as the Neighborhood Youth Corps.

(3) *Work-Study Programs*—under the Administration of the Department of Health, Education and Welfare, federal funds will be granted to institutions of higher learning for part-time employment not to exceed 15 hours per week—for college students from low income families.

Write: Division of Student Financial Aid, Office of Education, HEW, Washington, D. C. 20202

Write or call: Distributive Education
Department
Department of Education
Box 911
Harrisburg, Pennsylvania 17126

b. *Title II. Urban and Rural Community Action Programs*

(1) General Community Action Programs—the purpose of this title is to provide stimulation and incentive for urban and rural communities to mobilize their resources to combat poverty through community action programs. These programs will involve activities in such fields as employment, job training and counseling, health, vocational rehabilitation, housing, home management, welfare and special remedial and other non-curricular educational assistance for the benefit of low-income individuals and families.

(2) *Adult Basic Education Programs*—under this part of the program, to be administered by the Department of Health, Education and Welfare, grants will be made to states by the office of Economic Opportunity to initiate programs of instruction for persons aged 18 or over whose inability to read and write English is an employment handicap.

Write: Adult Basic Education, Office of Education, HEW, Washington, D. C. 20202

(3) *Voluntary Assistance Program For Needy Children*—the purpose of this feature is to allow individual Americans to participate in a personal way in the war on poverty, by voluntarily assisting in a program coordinated with city or county social welfare agencies.

c. *Title III. Special Programs to Combat Poverty in Rural Areas*

(1) *Assistance for Migrants*—funds will be available, administered by the Office of Economic Opportunity, to assist states and political sub-divisions in establishing and operating programs for migrants and other personally employed agricultural workers and their families. These programs are limited to housing, sanitation, education and day care of children.

Write: Nearest County Office Farmers Home Administration or Farmers Home Administration, U. S. Department of Agriculture, Washington, D. C. 20250

d. *Title IV. Employment and Investment Incentives*—through a relaxation of its credit criteria, the Small Business Administration will be enabled to broaden its coverage of loans and guarantees to very small businesses. Loans must be consistent with the objectives of community action programs where they exist. Borrowers will be expected to participate in appropriate management training programs.

Write: Nearest Field Office, Small Business Administration or Small Business Administration, Washington, D. C.

e. *Title V. Work Experience Programs*—this title calls for major experimental, pilot and demonstration projects authorized by the 1962 Welfare Amendments. The cost of these projects will be used to help unemployed fathers and other needy persons to secure and retain employment or to attain or retain capability for self-support or personal independence.

Write: Bureau of Family Services, Welfare Administration, HEW, Washington, D. C. 20201

2. Elementary and Secondary Education Act (ESEA)

This act provides federal funding for innovative programs initiated by public school districts. Title III of this act may be used to develop a special innovative or exemplary vocational training center.

3. Bureau of Work Programs

The Bureau of Work Programs, within the Manpower Administration of the U. S. Department of Labor, administers all Economic Opportunity Act programs delegated to the Labor Department. These include the Neighborhood Youth Corps, Special Impact Programs, Operation Mainstream and New Careers Programs.

a. *Neighborhood Youth Corps*—a work-training program for young people from low-income

families to assist them to stay in school, return to school or increase their employability.

b. *Special Impact*—a program to provide employment opportunities for youths and adults who live in ghettos with high concentration of low-income persons.

c. *Operation Mainstream*—a work experience and training program concentrating on activities that will improve rural areas and towns or particular low income areas where projects take place. These activities may seek to decrease air or water pollution, improve parks, protect wildlife, etc.

d. *New Careers*—adult work training and employment projects that improve physical, social or cultural conditions in communities where maximum prospects for future career opportunities exist. The goal is to establish on a permanent basis new and necessary community service jobs.

Write: Bureau of Work Programs, U. S. Department of Labor, Washington, D. C. 20210

SECTION XIX

PENNSYLVANIA SCHOOL LAWS ON VOCATIONAL EDUCATION

Definition of Area:

The right to include distributive education within the Commonwealth of Pennsylvania school framework of study is found in *School Laws of Pennsylvania*, 1961, Article XVIII, Subhead (a) School Districts, Section 1801, item #5 and item #15:

> #5: "Vocational distributive occupational education" shall mean those forms of vocational education designed for those workers engaged in or preparing for employment as distributors to consumers, retailers, jobbers, wholesalers and others of the products of farm and industry, including, also, managers operating or conducting a commercial service or personal service business, or selling the services of such a business.
>
> #15: "Vocational technical education" shall mean a subject or combination of subjects of less than college grade designed to prepare an individual to enter or advance in an occupational field wherein success is largely dependent upon knowledge of techniques and applied sciences the practice of which involves aspects of planning, managing, controlling, processing or distributing products, sales and services.

Applicable State Regulations:

Justification for a distributive education program in a county comprehensive vocational technical school (CVTS) and area vocational technical school (AVTS) is found in Section 1841, *School Laws of Pennsylvania*, 1961:

> The county board of school directors of each county, individually or jointly with the board of one or more counties, may, on or subsequent to the first day of June one thousand nine hundred fifty-one, establish, maintain, conduct and operate schools, departments or classes for vocational agricultural education, vocational homemaking education and vocational distributive occupational education, to be known as "area technical schools" for the benefit of pupils and adults residing in school districts not providing trade and industrial schools and departments. Area technical schools as approved by the State Board for Vocational Education may be organized as technical service centers in which pupils may enroll full time or in which pupils enrolled in academic high schools may elect to attend part time.

Powers and duties of the county boards of school directors are enumerated in Section 1843, *School Laws of Pennsylvania*. Most school districts have, when considering a vocational school, selected the county approach since costs would be spread out over a larger number of school districts. In some of the more populated counties, several area vocational-technical schools have been established in accordance with the state-wide plan for area vocational-technical schools. Such a plan is permitted under Section 1848, *School Laws of Pennsylvania:*

> The State Board of Vocational Education may formulate and adopt a state-wide plan of area vocational-technical school attendance areas, in counsel with county and district superintendents, including industrial, labor and lay representatives, for the purpose of controlling, promoting and administering area vocational-technical schools and classes, taking into consideration population density, community interests, facility of transportation, existing facilities, school organization and financial ability.

Ways to change any plans formulated by the State Board of Vocational Education are provided under Section 1849, *School Laws of Pennsylvania*. This section states:

> Future development of area vocational-technical schools shall, after approval of the State plan, conform to the plan, and the school directors of a specific attendance area, having reason to question the practicability of the state plan for the specific attendance area, or desiring to change the specified area, may present the case to a committee of the State Board of Vocational Education, with petition for change. The decision of the State Board thereon shall be final.

"Having means to question the practicability of the state plan" has been a means for those school districts that do not wish to come under a county plan to set up and administer their own vocational school. Under Article XVII, Section 1710, two or more school districts are given the right to join together.

The authority to formulate this joint vocational school is found under Article XVIII, Section 1807:

> Two or more districts may, as provided in article seventeen of this act, through a joint school committee, establish and maintain vocational industrial, vocational agricultural, vocational homemaking or vocational distributive occupational schools or departments to be known as joint vocational schools or departments.

The right of a comprehensive high school to have its own vocational training is found under Article XVIII, Section 1806, item #1:

> Any school district may, through its board of school directors, establish and maintain vocational industrial, vocational agricultural, vocational homemaking and vocational distributive occupational schools or departments.

Included in *School Laws of Pennsylvania* are sections dealing with Federal aid to implement the vocational programs. Under Article XXIX, Section 2905 and Section 2906, compliance is found for the Smith-Hughes Act and the George-Dean Act respectively.

Section 2907 accepts the provisions and funds pro-

vided by the Federal Government to "insure trained manpower of sufficient quality and quantity to meet the national defense needs of the United States". Specifically, item #4 of this section refers to Area Vocational Education Programs.

Section 2908 further provides the State educational authority with the power to apply to the Federal Government or any of its agencies for any funds, grants, appropriations or allocations that might become available at a future date.

SECTION XX

SOME INFORMATIONAL AND COMMUNITY RESOURCES

The coordinator may secure helpful information from the following agencies:

A. State Department of Education—Administration of Distributive Education
Alan K. Cohen, State Supervisor
Miss Blanche M. Curran, Advisor
Anthony J. Pitale, Advisor
Distributive Education
Vocational Division
State Department of Education
Box 911
Commonwealth of Pennsylvania
Harrisburg, Pennsylvania 17126

B. Teacher-Educator Institutions—State Related
Dr. J. K. Stoner, Dean and Teacher-Educator
School of Business and Distributive Education
Indiana State University
Indiana, Pennsylvania
Professor Charles Steadman, Teacher-Educator and Area Supervisor
Western Region for Distributive Education
Distributive Education Department
Cathedral of Learning
University of Pittsburgh
Pittsburgh, Pennsylvania 15213
Staff: Mr. Irwin Iwler—Teacher-Educator
Mr. Paul Pugh—Field Supervisor
Mr. Joseph P. Wolfe—Field Supervisor
Dr. Marvin Hirshfeld, Teacher-Educator
Eastern and Central Region for Distributive Education
College of Education
Temple University
Philadelphia, Pennsylvania 19122
Staff: Mr. Jerome Leventhal—Teacher-Educator
Mr. Ralph Rush—Teacher-Educator
Dr. William F. Sassaman—Teacher-Educator
Mr. Robert Burchfield—Field Supervisor
Mr. Sydney Jaffe—Field Supervisor
Mr. Luther Jones—Field Supervisor
Mr. William Wiedwald—Field Supervisor

C. Labor
1. Federal Agency
United States Department of Labor
Wage and Hour and Public Contract Division
Consult your local telephone directory for nearest office.
2. State Agency
Department of Labor and Industry
Harrisburg, Pennsylvania 17120
3. Local Agency
Bureau of Employment Security, Pennsylvania State Emplyment Service
Consult your local telephone directory for nearest office.
These agencies will give legal interpretation to wage and labor regulations.

D. Federal Agencies
Miss Mary Marks, Program Specialist
Distributive Education
Dr. Leon Minear
Distributive Education Unit
United States Department of Health, Education and Welfare
Office of Education
Division of Vocational and Technical Education
Distributive Education Branch
Washington, D. C. 20202
This agency offers statistical and research material in distribution.

E. Professional Associations
Lowell A. Burkett, Executive Secretary
American Vocational Association
1025 15th St., N. W.
Washington, D. C. 20005
National Association of Distributive Education Teachers
1510 H Street, N.W.
Washington, D. C. 20005
NADET News Bulletin—for Distributive Education Teachers
Eastern Business Teachers' Association
Box 962
Newark, New Jersey 07101

Eastern Business Education Journal has professional articles on distributive education

Other professional associations at the State level are:

Pennsylvania State Education Association
Vocational and Practical Arts Education

F. Business Associations

Americans for the Competitive Enterprise System, Inc. (ACES)
Executive Director
1500 North Second Street
Harrisburg, Pennsylvania 17102
Phone: 717-238-4751

Chamber of Commerce of the United States
1615 H Street, N. W.
Washington, D. C.

National Sales Executive, Inc.
630 Third Ave.
New York, New York

National Retail Merchants Association
100 West 31st St.
New York, New York

National Association of Manufacturers
2 East 48th St.
New York, New York

Pennsylvania Chain Store Council
Managing Director
619 Penn Square Building
Filbert and Juniper Streets
Philadelphia, Pennsylvania 19107
Phone: 215-LOcust 3-9931

Pennsylvania Retailers' Association
Executive Director
234 State Street
Harrisburg, Pennsylvania
Phone: 717-233-7976

Sales and Marketing Executives, Intl. (SME)
Manager
Youth Education
630 Third Avenue
New York, New York 10017
Phone: 212-YU6-9300

Variety Stores Association Inc.
1441 Broadway
New York, New York 10018

G. Service Clubs—Local

Rotary Club
Lions Club
Kiwanis Club
Optimist Club
Scholarship financial aid is available

H. Local Business Associations

Local Businessmen's Association, Chamber of Commerce
Junior Chamber of Commerce
Better Business Bureau
Brochures and pamphlets related to distributive education are available.

I. School Districts

Curriculum Office of individual school districts

J. Private Firms

Some business organizations have prepared training materials which are frequently available to schools in limited quantities.

Many private firms have also prepared booklets and pamphlets which provide excellent product information for sales and service work. The coordinator should contact his local department stores for this material.

SECTION XXI

SECTIONAL BIBLIOGRAPHY

Section I. Principles and Philosophy of Distributive Education

Crawford, Lucy C. *A Philosophy of Distributive Education*

Blacksburg, W. Virginia Polytechnic Institute, Department of Education, Division of Distributive Education. 1967.

USOE Taxonomy

Section II. Organization and Administration

Organization of Distributive Education Programs, Raleigh, North Carolina:

An Administrative Handbook for Vocational Distributive Education in Indiana Including Guidelines for Secondary Distributive Education Program. Indiana. Indiana State Department of Public Instruction, 1966.

Distributive Education and Business Education. Tallahassee, Florida. State Department of Education, 1963.

North Carolina Department of Public Instruction, Division of Vocational Education, 1965.

State and Local Plan for Administration of Distributive Education. Harrisburg, Pennsylvania: Department of Education, March, 1966.

Teachers' Handbook for Distributive Education in South Carolina. Columbia, South Carolina: State Department of Education, Division of Vocational Education, 1965.

Vocational Distributive Education. Stillwater, Oklahoma: State Board for Vocational Education, 1966.

Section III. Some Methods, Techniques and Instructional Aids for Teaching Distributive Education

Zelko, Harold P. *Successful Conference and Discussion Techniques.* New York: McGraw Hill, 1957.

Tonne, Herbert. *Methods in Teaching Business Subjects.* New York: McGraw Hill, 1965.

Teaching Systems Retail Series, Boston, Massachusetts: Teaching Systems Corporation, 1966.

Tapes for Teaching 1967-68. Harrisburg, Pennsylvania: Department of Education, Bureau of Instructional Services.

Hailes, William D. *Small Business Management.* Albany, New York: Delmar Publishers, 1967.

Films for Distributive Education. Austin, Texas: University of Texas, 1965.

Choosing Appropriate Techniques. Philadelphia, Pennsylvania: School District of Philadelphia, 1964.

Distributive Education Curriculum. Harrisburg, Pennsylvania: Department of Education, Bureau of Vocational, Technical and Continuing Education, 1967.